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ABSTRACT

These final notes are the record of the activities which took place in a series of nineteen conferences held for state coordinators of career education and representatives of national community-based organizations. In the sessions, representatives of the national organizations and educators discussed how the organizations could cooperate with the schools to serve the career education needs of elementary and high school students. These final notes served as the raw data from which the "General Guides" (see note), "Sixty-Four Item Discussion Chart," and the National Conference on Community Partnerships in Career Education evolved. Organizations whose input is represented in these notes include the following: American Legion/Legion Auxiliary, Girl Scouts of the USA, National Retired Teachers Association, American Association of Retired Persons, National School Volunteer Program, Chamber of Commerce of the United States, Women's American Organization for Rehabilitation Through Training (ORT), National Association for Industry/Education Cooperation: National Center for Service-Learning, National Alliance of Business, Junior Achievement, Inc., Boy Scouts of America, Rotary International, Association of Junior Leagues, AFL-CIO, National Institute for Work and Learning, and 4-H. (KC)

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FINAL NOTES

Identifying and Compiling Information About Community Based Organizations' Efforts to Serve In-School Youth

Volume I

CE 027 662

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

During the 1979-80 academic year, the Department of Education's Office of Career Education conducted, under a contract with InterAmerica Research Associates, Inc. a series of 16 two day sessions, each involving persons who were members of one of 16 National community organizations. During the summer of 1980, three additional two day sessions were held, each involving 8-10 key K-12 career education coordinators in the nation. It is the corrected notes from the total of these 19 two day sessions that form the body of this publication.

The corrected notes found in this publication are best thought of as the raw data from which the: (a) "Master Plans;" (b) 64 item Discussion Chart; and (c) the National Conference On Community Partnerships In Career Education evolved. Those concerned with any of these three major pieces will find their genesis in the corrected notes found here.

It is important to emphasize that these are CORRECTED notes. During each two day session, I personally tried to record the essentials of the discussion that took place. Each night, I typed the rough notes that I had taken during the day. Those original typed notes were sent to each participant in the particular two day session and each was encouraged to add, delete, or modify the notes that I had taken. After all such "corrections" were made by participants, InterAmerica Research Associates, Inc. assumed responsibility for producing this final set of "corrected" notes.

It is equally important to recognize that, at each two day session, participants were encouraged to speak as individuals, not as "representatives" of the particular Association to which they belonged. That is, while they were "representatives" from that organization, they were, in no way, "representatives" of that organization. Accordingly, it can be expected that some of the participant remarks found in this set of notes would probably be at variance with official facts and/or policies of the organization itself. When participants referred to facts and figures about their organization, they were presenting them as they believe them to be. Readers are cautioned that the official facts, figures, and policy statements are to be obtained from the organization itself.

Each two day session began with each participant being given an opportunity to express the major issues/problems/concerns he/she sees with respect to career education. That total list of concerns represents the beginning 1-2 pages of each set of notes. Following this identification process, the group of participants in each conference voted on which of the many issues identified were ones on which the group, as a whole, felt priority emphasis should be placed in discussion. Thus, it will be obvious that not nearly all the issues identified were, in fact, discussed by participants. In spite of this, the total set of issues/problems/concerns expressed at each two day session are reproduced here in hopes that readers may get an even broader perspective than can be obtained from simply studying the discussion of the priority issues selected by participants.

Hopefully, this set of "corrected" notes will illustrate clearly the tremendously valuable contributions made by each participant. I did my best to listen to and learn from each and every participant. What they had to say was valuable to me. I hope it is also valuable to you.

Kenneth B. Hoyt
Director, Office of Career
Education

ACKNOWLEDGEMENTS

The Final Notes that follow serve as a record for the activities which took place in a series of sixteen mini-conferences held for State Coordinators of Career Education and representatives of nationally known Community Based Organizations.

The participants in all the mini-conferences served as resource people and should be given credit for their insight, contributions, and dedication in the development of the Final Notes. Special appreciation goes to the four State Coordinators of Career Education who represented their respective regions and provided leadership in the mini-conference discussions: Mrs. Anita Barber, State Coordinator of Career Education, Alabama; Mr. Walter Faulkner, State Coordinator of Career Education, Vermont; Mr. Douglas Johnson, State Coordinator of Career Education, Colorado; and, Dr. Robert Weishan, State Coordinator of Career Education, Michigan.

In setting the stage which provided the State Coordinators of Career Education, representatives of Community Based Organizations, and selected observers the opportunity to exchange ideas in each of the mini-conferences, many people were involved behind the scenes. I want to recognize and express my sincere appreciation to the following individuals, for without them the project would not have resulted so successfully: Ms Charlotte Sakellaris, Senior Logistics Specialist, for the special care she showed in arranging all the conferences, Mrs. Pamela Hedrick and Miss Selina Torres, project secretaries, who were always available and willing to assist; Dr. Frank Babcock and Mr. William Harris, Project Officers, for their support in getting the job done efficiently; Dr. John Lindia, Deputy Director, for his outstanding judgement and personal guidance in effectively supporting me to carry out my responsibilities as Project Director; and Dr. Kenneth B. Hoyt, Director of the U.S. Office of Career Education, for his friendship and for the education we have all received because of his sincere belief that through a more "complete" educational system for children, we can live in a better world.

Norberto Cruz, Jr., Ed.D.
InterAmerica Research Associates, Inc.

INTRODUCTION

The Office of Career Education, U.S. Department of Education, conducted, under a contract with InterAmerica Research Associates, Inc. a series of sixteen mini-conferences for State Coordinators of Career Education and representatives of sixteen nationally known Community Based Organizations. During the summer of 1980, three additional sessions were held involving local career education coordinators (K-12).

The Final Notes that follow serve as the catalyst for the development of the General Guides (also known as "Master Plans), the 64 item Discussion Chart, and a formidable National Conference On Community Partnerships In Career Education. The Final or "corrected" Notes were the result of a series of sixteen mini-conferences held for State Coordinators of Career Education and representatives of sixteen nationally known Community Based Organizations.

The participants at each mini-conference were encouraged to bring forth their ideas, opinions, and practical experiences on what needed to be accomplished, what was seen as successful and where resources were available in regard to collaboration efforts between career educators and community based organizations.

The Final Notes, when read carefully, not only gives the reader a wealth of information, but clearly shows the dedication that each participant has toward achieving the goals of career education.

Norberto Cruz, Jr., Ed.D.
InterAmerica Research Associates, Inc.

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Miniconference #147

ORGANIZED LABOR AND CAREER EDUCATION

January 29-30, 1980

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Initial Ideas For A "MASTER PLAN" Raised By Participants

1. How to make the initial contacts with organized labor.
2. How to get support from school districts to work with organized labor.
3. How to get an Advisory Council that looks at the total community.
4. How to tap into retired labor people on a "Big Brother" program for kids experiencing difficulties.
5. How to get active members of organized labor actually involved in instruction especially in voc ed.
6. How to get resource people from organized labor to be models to help the education system eliminate stereotyping so as to broaden opportunities.
7. How to get some kind of reward - pay or otherwise - to union reps who participate in career ed.
8. How to get more input in both the PLANNING and IMPLEMENTING phases of career ed.
9. How to use organized labor in getting better predictions of future manpower needs.
10. How to change attitudes of local educators who believe only those who can't make it in college enter into organized labor.
11. How to increase representation of organized labor on career ed advisory councils.
12. How to encourage more community labor/management councils of a broad nature rather than having to work with labor and management separately.
13. How to get COOPERATION between labor and education before moving COLLABORATION.
14. How to get more involvement of organized labor in instructional programs.
15. How to get labor involvement in teacher in-service education.
16. How to get organized labor represented on planning councils for career ed.
17. How to develop pre-service packages for teachers and counselors with respect to organized labor (so that teacher educators engaging in career ed in-service will be able to include "organized labor" as one of their topics).
18. How to involve organized labor in Industry/Education Coalitions now being set up through voc ed to keep industries within the State.
19. How to develop a working relationship that will make organized labor a partner with educators.

20 How to get an orientation to organized labor into rural communities where no organized labor exists (because youth from such rural settings will be moving to urban areas where organized labor does exist).

"Snapshot" Pictures From Each Participant

Marion Starr - State Coordinator of Career Ed/Missouri

- 14 LEA grants now operating under 95-207.
- Some 95-207 grants are in communities where organized labor operates - primarily St. Louis and Kansas City.
- Our SEA hasn't done much with organized labor yet.

Ken Edwards - Int'l Brotherhood of Electrical Workers/Wash. DC (1,000,000 members)

- Has written on career ed since the late 60s.
- Has served on 27 National Committees on Education.
- Was, for 9 years, Chairman of a County Advisory Council for Career Ed.
- ORGANIZED LABOR WILL WORK HARDER TO GET SUPPORT FOR CAREED ED THAN WILL MOST OTHER COMMUNITY ELEMENTS.

Bob Weishan - State Coordinator of Career Ed/Michigan

- Has involved organized labor at both the Advisory Board and at political levels.
- 500 of 536 LEAs are participating in 95-207. Most of these have reps from organized labor on their advisory groups.
- Organized labor has supported career ed at both the political and at the advisory council levels in Michigan.
- At the LEA level, some resistance to involving organized labor comes from the instructional staff - partly because of resistance to "organized labor" and partly because of "tradition".
- Greatest resistance is in involvement of organized labor in instructional programs.

Marv Schwem - Operating Engineers/Michigan

- On the Voc Ed Task Force in Michigan.
- Michigan AFL/CIO has supported career ed and worked on advisory concils.

Bob Meyer - State Coordinator of Career Ed/Wisconsin

- Been pushing for "collaboration" for many years - career ed started in 1971.
- Currently has a "COLLABORATION TASK FORCE" within his State Career Ed Advisory Council. Organized labor has one rep on this task force. This task force will serve as consultants for regional meetings on "collaboration".
- Has started publishing "CAREER ED COLLABORATION NEWS" - jointly funded with CETA.
- Is asking each member of the State Advisory Council on Career Ed to write a special article on what his/her association is doing in career ed.
- Funding 79 LEAs this year with 95-207 funds.

Glendon Taylor - International Apprenticeship Trust/Louisiana

- Works as Curriculum Specialist for International Apprenticeship Trust.
- Is coordinating education programs for 40 Job Crops centers.

Carol Ritz - State Coordinator of Career Ed/Ohio

- Been involved with career ed since 1969 - at the time, was also teaching pre-apprenticeship courses for General Motors in Warren, OH.
- 36 LEAs funded with 95-207 funds. These are added to the 45 LEAs previously being funded with State funds - about $8-10 per student. There are about 600 LEAs in Ohio.
- 18 Countries are now involved in planning for career ed - this will involve another 400,000 students (over and beyond 400,000 now participating in active career ed efforts).

Roger Foelske - State Coordinator of Career Ed/Iowa

- Career ed has been active since 1970.
- More than 100 LEAs involved in caeer ed - with 95-207 funds, have added 30 LEAs to this. Most are looking inward rather than outward toward collaboration.
- There has been a general lack of involvement of organized labor in working with educators on behalf of career ed.

Discussion of Ideas

Idea: How to get resource people from organized labor to be role models to help the education system eliminate stereotyping - and so to broaden opportunities

Bob W: Organized labor has to be involved in identifying the occupations where underrepresentation of women and minorities are most acute. The first thing to do is to identify the most critical occupations - Organized labor can help do this.

Second, we need organized labor to help us identify minority persons who have "made it" in these critical occupational areas - and help us get them to participate as role models in career ed.

Third, union leaders should help LEAs set up a mechanism for getting the role models into LEAs to work on inservice education for education faculty persons.

Fourth, there ought to be time provided to get rank and file members of organized labor into schools 4-5 days per year - and to be paid for doing so.

Ken: Several things need to be said about Bob's remarks including:

- A good way to "pitch" organized labor is to recognize that the Feds have imposed goals on organized labor with reference to affirmative action that the schools can help organized labor meet.

- It's no longer a problem finding minority role models IN GENERAL but it would be very difficult to identify specific examples at the local community level.
- Educators shouldn't approach organized labor and ask them to identify "Stereotyping problems" - it's far better to ask "WHERE IS YOUR GREATEST PRESSURE FOR AFFIRMATIVE ACTION AT THE PRESENT TIME?"

Glendon: Organized labor needs educator assurance that career education is interested in the greater learning problems youth face - i.e., not just "jobs".

Reese: "Career Ed" means different things to different people. Some are very narrow in the way they define it.

Reese: If you want to reduce stereotyping problems, you must start very early. This is going to be difficult to do. For example, it would be tough to get an electrician in a town who comes from the "wrong side of the tracks" to volunteer to go into a middle class school on the other side of town and talk about his occupation. He wouldn't feel comfortable in the atmosphere.

Bob M: I think "stereotyping" ought to be pretty far down the line in terms of a "MASTER AGREEMENT" for organized labor and career education.

Reese: Don't look for a "quick fix" with this "MASTER AGREEMENT". None of this is going to be easy. 99 per cent of the time, the kid is under the influence of a professional teacher whose own prejudices come through daily. AN EARLY-ON ATTEMPT TO INFLUENCE TEACHER ATTITUDES IS ESSENTIAL.

In 1970, we designed a 6 s.h. graduate course for 30 male elementary school teachers so they could work for 6 weeks in the summer in organized labor. 22 of them dropped out (because it was too tough). The following year, the bottom dropped out of the construction industry so the whole idea was abandoned. TEACHER INSERVICE FOR ORGANIZED LABOR MAY WELL BE SOMETHING THAT HAS TO BE DONE ON AN INDIVIDUALIZED BASIS. Organized labor will probably be willing to help with this kind of effort.

Ken: TO IDENTIFY MEMBERS OF ORGANIZED LABOR WHO COULD HELP BE "ROLE MODELS" you could ask for any who have either:

- a unique background or
- a unique hobby - i.e., you don't have to just ask if the person is a woman, a minority person, or a person with a handicap.

Reese: Why don't the SEAs hire a union rep from the State AFL-CIO to go around the State and work on trying to get organized labor more involved in career ed? They have some money around now to do that.

Marion: It's a good idea but we couldn't get it through our SEA.

Ken: Maybe you could use CETA Governor's Discretionary Funds for this.

Carol: In Yorktown, Ohio the AFL/CIO Council president appointed a representative to keep teachers and counselors informed of resources available to them. This labor liaison was employed at E.E. and met with educators on her day off as part of committee work within the union. Possibly, she was compensated by the union for these extra responsibilities.

Reese: This idea could work in any large urban area. For example, say you went to the Boston AFL/CIO Labor Council and asked for 4-5 people from organized labor to work, as needed, in each of 45 elementary schools. It would take about $30,000 (including expenses) to hire a union rep to coordinate all of this.

Ken: It might be that a retired union person might volunteer to take on this job. Some senior citizen groups are doing this right now on a "Big Brother" basis.

Reese: IF LEAs WANT ORGANIZED LABOR TO BECOME INVOLVED WITH THEM, THEY ARE GOING TO HAVE TO BE WILLING TO PAY FOR IT.

Bob W: What if we went to the Central Labor Council and asked them to identify a retired person who we could get for $10,000 and then we offered to pay employed union members $100 per day consulting fees to come into schools to work with teachers and kids?

Reese: YES - Bob W's. idea could work - PROBLEMS OF MAKING IT WORK WOULD BE DIFFERENT FOR DIFFERENT PARTS OF ORGANIZED LABOR.

Reese: If this "MASTER PLAN" is endorsed by the local Business/Industry Council, it would certainly help get it implemented in a community.

Ken: I've worked on IBM people in my community to get them to release their hourly union employees as well as their management people to work in LEA career education programs.
The reverse problem is also true - WE NEED LEAs TO RELEASE TEACHERS SO THAT THEY CAN EXPERIENCE WHAT UNION WORKERS GO THROUGH - this is tough to do because LEAs don't want to hire substitutes to replace their regular teachers.

Bob M: In Madison, Wisconsin, the Business/Industry Council pays 1/2 of the salary for the career ed coordinator and the school system pays the other half. We also have TEACHER INSERVICE THERE WHERE TEACHERS ARE ABLE, FOR 3 DAYS, TO OBSERVE WORKERS IN THE COMMUNITY DURING THE SUMMER.

Bob: In Milwaukee, the U. of Wisconsin-Milwaukee, has a summer course for teachers where teachers go out in industry for part of each day. THIS COULD INCLUDE LEARNING ABOUT ORGANIZED LABOR.

Idea: An Advisory Council that looks at the total community

Ken: Advisory Council should be convinced - i.e., we shouldn't have one for career ed, another for voc ed, etc. We could use such a single Council for many things - e.g. evaluation, etc. THIS COMMUNITY ADVISORY COUNCIL SHOULD BE APPOINTED BY AND REPORT TO THE BOARD OF EDUCATION (OR THE COUNTY GOVERNMENT).

Reese: At the recent briefing for the new proposed youth legislation, we were told that 3,000 of the 15,000 plus LEAs will be affected. If we have only one organized labor rep on each LEA advisory committee, you're talking only one organized labor rep on each LEA advisory committee, you're talking about 15,000 plus people. The variety of circumstances will be terrific. RECOMMENDATIONS OUGHT TO BE MADE TO WORK THROUGH THE LOCAL LABOR COUNCIL.

Some communities have NO organized labor in many local school districts within an area served by a single AFL-CIO Labor Council. THERE ARE 680 LOCAL LABOR COUNCILS BUT 16,000 LEAs thus, on the average, each local Labor Council would have to expect to serve about 25 LEAs.

Marv: All students, whether in areas where organized labor is present in large numbers or not, should have an introduction to the organized labor movement. This should include not only a complete and factual history of the labor movement and its contributions to society, but also current its organization and functions.

Ken: AGREE. For example, most employees of Iowa Public Service are members of IBEW even though they live in "non-union" towns.

Reese: Reality tells us that, in spite of the great need for career ed at the elementary school level, there may well be a high correlation between expressed interest in career ed in the elementary school and membership in the PTA- i.e., parents of elementary school children are the ones likely to be interested.

Roger: Most of our advisory councils have union reps BUT we don't interact and communicate with each other very well. We need to educate both union members and others to learn how to talk to each other and how to work together.

Ken: AGREE. It's basically because, while you put organized labor reps on your advisory councils, YOU FAIL TO GIVE THEM SPECIFIC THINGS TO DO.

Ken: We tend to stereotype people in terms of the occupations they come from. For example, a bricklayer might be thought of as a resource for voc ed but not from politics (where he may well be more skilled that any educator in the LEA). THE POINT IS, REPS FROM ORGANIZED LABOR OFTEN HAVE MANY SKILLS EDUCATORS COULD USE BUT DON'T BECAUSE OF THEIR STEREOTYPED VIEWS OF MEMBERS OF ORGANIZED LABOR.

Bob: Both LEAs and local Labor Councils have a lot of autonomy. Can anything be done from the State Labor Council to influence the locals?

Reese: YES - they can have some influence. At least, this is a good place to start. As a matter of fact, THERE IS NO OTHER PLACE ONE COULD START.

Ken: AGREE with Reese.

Reese: WE COULD GET "CAREER ED TYPES" ON THE PROGRAM FOR THE AFL-CIO CONVENTION TO TALK ABOUT CAREER ED. "CAREER ED" WILL NEVER BE A TOP PRIORITY FOR ORGANIZED LABOR, BUT IT COULD BECOME AN IMPORTANT ONE.

Bob W: Where's the vested interest of organized labor in career ed?

Reese: There's need to sell the leadership of organized labor on the need for education in general and for career ed in particular.

Reese: Is there a possibility of taking the recommendations from this mini-conference to Secretary Hufstedler and asking for $250,000 to try them out in various places? Or is the goal here simply to produce some sets of recommendations? It sounds DANGEROUS TO ME TO SIMPLY GIVE LEAs SOME GENERAL SUGGESTIONS FOR WORKING WITH ORGANIZED LABOR. SOME GOOD DEMONSTRATIONS MAY WELL BE NEEDED.

Bob M: Two years ago, our State AFL-CIO rep gave me a list of all of our local AFL-CIO Labor Councils to send to our LEAs. I need to repeat that this year.

Reese: EVERY STATE AFL-CIO HAS AT LEAST A NOMINAL EDUCATION COMMITTEE. THE STATE CAREER ED COORDINATOR SHOULD CONTACT THE STATE AFL-CIO PRESIDENT. We could get a list of these from Walter Davis to send to all State Career Ed Coordinators. They could then request a meeting with the State AFL-CIO President and the Chairman of his Education Committee. IT WOULD BE MUCH BETTER IF THE CHIEF STATE SCHOOL OFFICER, AS WELL AS THE STATE CAREER ED COORDINATOR, WERE ALSO PRESENT AT THIS MEETING.

Bob M: We DO need a separate Advisory Council for career ed.

Bob W: DISAGREE. In many smaller communities, there isn't enough to do to keep a career ed advisory committee busy,

Roger: If the Advisory Council reports to the Board of Education, they ought to include reports on needs assessments for career ed. THIS WOULD TAKE A LOT OF TIME.

Bob W: SOMETIMES the needs assessment works, but, in many LEAs, it doesn't get translated into action.

Reese: Career ed, to many people, is just "LACE CURTAIN VOC ED" - i.e., it includes the professions as well as the trades.

Reese: A case could be made for a separate Career Ed Council that is appointed by and reports to the Board of Ed on a simple, sensible financial basis - that is, the Board of Education may control, say, $8 million dollars in the community whereas, in the Work/Ed Council, we're talking about $50,000 and, in the PIC Council, only about $100,000. In spite of this, TO GET A LOCAL CAREER ED COUNCIL TO APPEAL TO ORGANIZED LABOR, YOU MUST SHOW ORGANIZED LABOR SOME REWARD FOR JOINING IN.

Bob W: What are the chances of having Advisory Committee recommendations listened to by the Board of Ed if only career ed is involved? We do better now, at the county level, by combining career ed with voc ed.

Marv: Any Union member who is representing organized labor has importance since he or she is representing the largest single segment of our population, however, if you want officials of organized labor on every LEA advisory Board, it would be difficult. The numbers of local unions and local school districts don't match in most areas. There is also the problems of availability of time. Local business managers, elected officers, and state and local staff personnel have extremely busy schedules performing their primary duty of providing services to their general membership.

Bob W: We're talking about 2 concepts here:

- the concept of combining advisory group
- the concept of the level at which you do it.

MAYBE we ought to get at least to the county level - i.e., THE LEA LEVEL MAY NOT BE REALISTIC.

Roger: DISAGREE. The local autonomy is at the LEA level, not at the county level. In every LEA, there are always a few innovative teachers who given the right motivation and encouragement, will do something constructive.

Reese: ONE APPROACH IS TO START FROM WHAT YOU CAN'T DO - for example, you can't staff 16,000 LEAs with organized labor reps. For this reason, I WOULD SUBSTITUTE AN EMPHASIS AT THE STATE LEVEL WITH SEA/STATE AFL-CIO INTERACTION.

Roger: How many reps of organized labor are now on State Boards of Education? There are none in Iowa that I am aware of.

Ken: I WOULD BET THERE IS SOME ORGANIZED LABOR INFLUENCE ON MOST SUCH STATE BOARDS, BUT, BECAUSE WE DON'T FORMALLY IDENTIFY IT AS SUCH, MANY DON'T RECOGNIZE IT IS THERE.

Bob W: Should our "MASTER PLAN" include recommendations that:

- every SEA have a State Career Ed Advisory Committee; and
- organized labor be represented on the State Career Ed Advosory Committee?

Ken: I've recommended that the following segments of organized labor each be represented on the career ed advisory committee:

- AFL-CIO Industrial Trades
- AFL-CIO Building Trades
- UAW; and
- Teamsters.

You might also want a service trade union represented- for example, the Retail Clerks, the AFT, etc. MORE THAN ONE REP OF ORGANIZED LABOR MUST BE ON THE ADVISORY COUNCIL.

Bob W: It's important that we not overlook the teachers' union as reps on our Advisory Board of Career Ed.

IDEA: How to get support from school districts to work with organized labor

Marion: The general problem is how to get Superintendents and Boards of Ed to go outside the education system to get any input - we don't have 1 in 10 LEAs in our State with any kind of community advisory group.

Glendon: Do the SEAs and LEAs really want career ed? If so, they should have a clear commitment to community collaboration.

Carol: We could write "collaboration with labor" into the criteria for applying for 95-207 funds. Of the 40 LEAs I've worked with on goal setting, they have given a list of 18 guidance goals - always come out with the same 3 on top; namely:

- positive self image
- decision making skills and;
- positive attitude toward work.

Bob W: Community people, to be sure, agree that kids need certain skills BUT they don't connect the implementation steps that would give them such skills. THIS PROBLEM IS RELATED TO HOW WE GET SUPPORT FROM SCHOOL DISTRICTS TO WORK WITH ORGANIZED LABOR.

Carol: Getting school districts to work with organized labor is a way to implement a goal - i.e., it's not a goal in and of itself.

Bob W: Who decides who will be in the group that sets the goals?

Answer: The career ed coordinator usually goes to the building principal to find "interested parents" - this is supplemented by persons from the career ed advisory committee.

Roger: Perhaps, administrators are worried about collective bargaining and afraid that, if they bring organized labor reps into the LEA, perhaps such persons would try to organize the teachers.

Bob W: In strong union towns such as we have in Michigan the LEA wouldn't think of doing ANYTHING without organized labor represented.

Ken: We find we can get organized labor represented lots of places IF ORGANIZED LABOR ITSELF TAKES THE LEAD IN ASKING TO BE REPRESENTED.

Marv: What is needed is inservice training to show educators what organized labor can do to help them in their career education programs and how to obtain this assistance. This inservice should be provided not only to classroom teachers and counselors, but also to administrators and school board members.

Reese: We ought to get an AFL-CIO leader (such as John Henning, Ex Director, California AFL-CIO - Gus Tyler, Asst. President, ILG in New York) to talk at a National School Board Association Convention.

Reese: Who are the "golden tongued" State school officials who should be invited to speak at State AFL-CIO Conventions to sell them on career education? PERHAPS ONE OF THEM SHOULD BE AT THE AFL-CIO EDUCATION CONFERENCE TO BE HELD SOON IN DEARBORN, MICHIGAN to talk about what Education needs from the AFL-CIO. (Perhaps a person such as Gua Tyler could do this?).

IDEA: *How to get more input from organized labor in both planning and in implementing career education*

Marv: Much of the answer to this problem involves the "Advisory Council" issue that we discussed yesterday. I am a firm believer that a representative advisory council is a must at all levels of the career education program. When advisory councils are formed it should be mandatory that all major labor organizations in the community be represented.

The various areas where labor representatives can contribute to the career education program should be explicitly listed in a master plan.

It is essential that we recognize that it will probably require some education of organized labor at certain levels. i.e., at the national level, labor throughly supports the concept of career education, however, at some local level many union members have other priorities in mind. The career education-labor union association has to be a joint effort to be truely effective.

Glendon: At the local level, implementation of career ed will be done by teachers. Therefore, they need inservice ed with respect to organized labor. Advisory Board members from labor should help PLAN and CONDUCT this inservice. A lot of this is needed by teachers.

Bob W: How do you get teachers turned on to what organized labor does?

Glendon: Teachers aren't really aware of the problem. We're going to have to get to them through school administrators.

Marion: We need some kind of PR mechanism to get over school district distrust of organized labor on the part of educators in rural America.

Roger: Does organized labor view this as a major concern?

Ken: Career ed has catered to business and industry in the past. As a result, lots of kids go out into the world knowing nothing about orgainzed labor. It's like talking about the Federal Government only in terms of the Executive Branch and ignoring the fact that there is a Congress!

It's important to recognize that organized labor has supported many major things that have benefited society as a whole - not just organized labor. For example:

- National health insurance
- Minimum wage; and
- Support of the public schools.

I've found some good programs in some LEAs that might be called "career ed" that have a strong emphasis on organized labor.

Bob W: I don't think an awareness of organized labor ought to be ADDED TO the curriculum. Instead, the history of work and or workers ought to be, for example, an integral part of U.S. history wherever it is taught.

Ken: Most States have their own State labor history. Some even have films. These materials are available from the State AFL-CIO offices.

Jim: The AFL-CIO Education Department has begun a Labor In Schools project which is designed to infuse labor content into the K-12 curriculum. Maryland has passed a law mandating introduction of materials concerned with labor in all curricula areas. AFL-CIO LABOR IN THE SCHOOLS PROJECT CAN BE OBTAINED FROM JIM AUERBACH, 202-637-5144 or AFL-CIO, DEPARTMENT OF EDUCATION, 815 16th St., N.W., WASHINGTON, D.C. 20006.

Bob M: Many of our LEA districts have developed publications called "GUIDE TO LOCAL RESOURCES FOR CAREER ED" - the forms used to compile data for these GUIDES THE "MASTER PLAN" SHOULD CORRECT THIS FAULT.

Jim: The Education Department, AFL-CIO, has a "Teacher's Kit" that includes a film catalog and sample literature available in quantity at a nominal cost. Over 2,000 "Teacher's Kits" were sent out during last year. Over 2,000 requests for films.

Ken: My office answers from 28-52,000 requests per year for information on "How to Become An Electrician".

Bob W: A lot of unions hold summer workshops for their local reps. What are chances of getting a joint workshop for teachers and labor reps to discuss the topic HOW TO INFUSE INFORMATION ABOUT ORGANIZED LABOR INTO THE CURRICULUM?

Ken: That sort of thing has been done for 30 years with voc ed teachers by Bryl Shoemaker in Ohio. IT NOW NEEDS TO BE EXPANDED TO ACADEMIC TEACHERS.

Carol: The way to do it is through teacher educators at the universities.

Bob M: We could do this at the pre-service level where teacher educators get together with labor reps.

Ken: I do work with 5 land grant colleges teaching about organized labor to EDPA Fellows in Vocational Education.

Bob W: One of the things to recognize is that, so long as organized labor tries to work primarily with voc ed types, we may re-enforce the prejudice, academic teachers have that organized labor is primarily for the "trades".

IDEA: How to change attitudes of local educators that only those who can't go to college enter organized labor

Jim: The AFL-CIO has a Speakers Bureau. Usually the State AFL-CIO will provide union speakers.

Ken: One of the things we do is to videotape one presentation and then make it available to others. For example, an electrician in Corpus Christi has a program for 3rd grade kids in which he uses all his technical gear that could easily be videotaped and used by others.

Bob M: We have to find way of influencing parents as well as teachers.

Ken: 25% of parents are members of organized labor and, mostly, they want to sent their kids to college.

Marv: The problem is stereotyping e.g. Those students who will "go to college and become a success" and the "others". Resources are available which clearly indicate a variety of academic skills are required to enter many of the skilled crafts. The problem appears to be that high school counselors don't have the time (or possibly the inclination) to research this important part of career planning. In the MASTER PLAN it is important to emphasize the academic skills are required both tracks, not just the "college track".

Organized labor could be a tremendous source of role models to demonstrate the academic skills required in all careers.

Roger: Don't we have a kind of "taboo" in Education against emphasizing organized labor in the classroom? I believe that you find that attitude existing among the majority of today's educators.

Ken: It would be very good to have one inservice day for teachers on organized labor. They could use it to get around some of the "myths" about organized labor. THIS DEFINITELY OUGHT TO BE IN THE MASTER PLAN.

Bob W: I'd rather encourage every LEA to have a miniconference with organized labor reps in their area to plan how organized labor should be involved in implementing career ed. For example, we could have all academic department heads meet in a miniconference with several local labor reps.

Carol: It would be important to involve many persons from organized labor so we can break the myth that organized labor has only "people from the trades".

Bob M: Our consultants in our own State Dept. of Public Instruction are organized now.

Ken: In any small rural town, you could get the career ed people to ask the question - "WHO IN THIS COMMUNITY IS A MEMBER OF ORGANIZED LABOR?" Of course, sometimes the answer will be "no one" but, even if there's a post office in the town, you know that organized labor IS present.

Roger: It would be very controversial to bring it up in many small rural communities. This conversation has to start at the State level. Our State Superintendent and the State AFL-CIO President do work together on education issues BUT the topic of organized labor isn't, so far as I know, discussed between them. IT SHOULD BE.

Jim: Perhaps the Labor Studies people at the Univ. of Iowa could call those two together to get that kind of conversation started.

Ken: Academic Education has been a "wall" that organized labor hasn't tried to cross.

Roger: Before we go too far at the LEA level, we have to get acceptance from the SEAs. THIS SHOULD BE A STEP IN OUR "MASTER PLAN".

IDEA: How to develop a working relationship that will make organized labor a priority with educators

Roger: My concern is that blame for the basic problem exists in both camps. Labor doesn't look to educators to be accountable for infusing concepts of organized labor. It's too much of a simple, passive relationship.

Ken: Labor HAS pushed to gain recognition where we think it should be. We never thought about getting into General Education. Instead, we have worked with voc ed. Now, with career ed, we see business persons walking into classrooms explaining to young kids why they're justified in making a profit BUT we still aren't considered to be as deserving to tell kids the story of organized labor.

Roger: Most schools educational programs emphasize what makes a good EMPLOYEE but not what makes a good EMPLOYER.

Ken: We used to have a course in the curriculum called "Civics" but its been dropped now.

Bob W: "Civics" wasn't taught in terms of the real role of organized labor.

Roger: Social changes have been accomplished because of the efforts of the labor movement BUT this is seldom taught to kids - IT SHOULD BE.

Ken: We have said that kids should grow up to see the whole world, that we should let the child be a child, BUT, if you're going to bring the business/industry view to elementary school kids, then the story of organized labor also needs to be told.

Glendon: The major thing is to get both sides to sit down and talk, at the State level.

Bob W: We've had magnificant support from organized labor in Michigan BUT most of our career ed materials are coming from business/industry sources. Something has to be turned around here.

Carol: Schools often turn to business/industry, in their follow up studies, to ask "HOW WELL WERE OUR "PRODUCTS" THAT WE SENT YOU PREPARED?" but we don't ask that same question of organized labor. Schools are telling employers "WE'RE SENDING YOU KIDS WHO HAVE GOOD WORK HABITS - IF YOU NEGOTIATE THESE OUT IN YOUR DEALINGS WITH ORGANIZED LABOR, DON'T BLAME US". Organized labor ISN'T opposed to kids who have good work habits, on the contrary, they welcome them! OUR "MASTER PLAN" SHOULD INDICATE THE NEED TO INCLUDE ORGANIZED LABOR IN OUR FOLLOW UP STUDY MAILOUTS.

Bob W: Organized labor has been working with voc ed for years BUT voc ed does follow up studies with employers only. Why doesn't organized labor insist on follow up studies that involve questionnaires to organized labor?

Glendon: One of the criteria for evaluating an LEA career ed effort ought to be the extent to which contracts with organized labor have been made. THIS SHOULD BE IN OUT "MASTER PLAN" TOO.

Ken: Organized labor is a "big business" itself. With 17 million members, its essential that union leaders be trained.

IDEA: Should labor reps be paid when serving as resource persons for career ed

Ken: If you bring an organized labor rep into a school as a resource person for a single day, it's important that his wages be paid BUT the LEA doesn't have to pay the union rep over and beyond his/her basic wages that come from the employer.

Bob W: It's hard to get a rank and file union member to take time off from work without pay to come in the school as a resource person. The school may have to pay the wages for the person.

Ken: Sometimes a local union will pay the wage of 1 member for 1 day BUT not for 130 days! Or they might pay to videotape that worker in the classroom IF the videotape is to be used in various places around the State.

MAYBE - to solve the "stereotyping" problem we talked about yesterday, we ought to put in our "MASTER PLAN" a suggestion that the few good role models that exist be videotaped with the tapes being put into a film library in the SEA and made readily available to LEAs.

Ken: If career ed is going to follow through on the process of expanding career awareness for ALL persons, something like this is going to have to be done.

Jim: What would be wrong with putting in the "MASTER PLAN" an idea that, IF a resource person (NOTE: any resource person) can get his/her wages covered, the LEA will compensate them?

Bob W: Good idea. I'd pay them $100 per day.

Bob M: It would be a dangerous percedent to start. I wouldn't do it.

Roger: It scares me - an individual may bill the school for $500!

Marion: Most Superintendents wouldn't allow it.

Carol: Most people feel there's a "return on their investment" giving the time to talk with young people. If you put this idea in our "MASTER PLAN", it would simply give LEAs an excuse not to use people whose wages aren't covered and we would be right back where we started.

Bob W: Professors wouldn't come in to do inservice ed for us unless we pay them $100 per day - why should a union rep come for less?

Ken: Sometimes we can get some CETA money to pay for members of organized labor to serve as resource people in career ed. All that's needed is to build it into the LEA/Prime Sponsor Agreement for YETP. Career ed "types" haven't taken advantage of CETA like they should.

Bob W: We should consider paying organized labor reps for inservice ed BUT maybe not for serving simply as a resource person in a classroom for kids. THIS COULD BE IN OUR "MASTER PLAN" AS A SET OF ALTERNATIVES.

Marion: How difficult would it be to get employers to pay wages of the worker if the LEA asked the employer to do so? I think most employers would probably agree to do this if asked by the LEA. At the same time, if there's no other way, then the LEA should compensate the person.

Bob W: The big industries will do it, but small businesses can't and won't.

Bob M: Miniconferences at the State, regional, and local levels should be held between educators and organized labor reps.

IDEA: How to get an orientation to labor into rural communities

Roger: Organized labor isn't very visible in rural America. Yet, youth from those communities will be moving to urban areas so they, too, need to know about organized labor.

Ken: I've worked on the RURAL GUIDANCE PROJECT at Ohio State Univ. and they put it in there. That material would apply to teachers as well as to counselors.

Roger: If we were able to make organized labor a part of senior high school studies, this would help. To accomplish this we are going to have to work with the State Supervisors of Social Studies in our SEAs.

Bob M: I gave each State Supervisor in our SEA $500 this year and simply asked them to use it in finding ways of infusing career ed into their academic subject area. This was helpful, BUT, of the 15 who took this on, none included any emphasis on organized labor.

Marion: There's going to have to be some communications mechanism set up for both sides. How to do it, I don't know. We will get static from small communities when we emphasize labor.

Jim: The Joint Council for Economic Education has both business and labor reps in each of their over 150 centers around the nation (most are in universities). There are at least 200 LEAs who are using Joint Council materials. Walter Davis, Director for the AFL-CIO Education Department, is on the Executive Board of the Joint Council for Economic Education.

Carol: In Ohio, the Executive Director is based at Ohio State Univ. He works with the Dept. of Education in particular. They have 8 affiliated university centers around the State that offer economic education inservice for teachers and distribute effective materials. Our LEAs meet with the Center Director in their region to plan career ed implementation efforts. The council will have two presentations at our April State-Wide Conference. One will focus on a panel of Center Directors explaining programs and materials offered by the center. The second presentation will be conducted by Business, Labor and Agricultural representatives.

Ken: There will be a State branch of the JOINT COUNCIL FOR ECONOMIC EDUCATION in every land grant college. THIS SHOULD BE A PART OF THE "MASTER PLAN" IN EVERY STATE.

Ken: The NAB Board of Directors has labor reps.

Ken: Organized labor has never had an occasion to deal with the Chief State School Officers. Instead, we've dealt with the State Directors of Voc Ed. It's been a matter of "fantasy" vs "reality" and we preferred "reality". The Chief State School Officer is going to have to meet with the State Labor Commissioner. They haven't done this yet.

Ken: If we get the AFL-CIO to write to each State AFL-CIO President and ask them to make contact with the State Career Ed Coordinator, would some good things happen?

Answer: NO not generally.

Glendon: Jim could send any informative or education materials related to organized labor, including curriculum guides to Bob W. Bob W. could then distribute the materials to the proper education or school officials at the State level in the Midwest, with the understanding that this is an effort to open communications between both sides at the State level.

Jim: The AFL-CIO Education Department is currently developing model curricula guides for elementary and secondary levels. We would welcome Bob Weishan's cooperation and suggestions in the development of these materials.

Miniconference #148

American Legion/Legion Auxiliary and Career Education

February 5-6, 1980

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Initial Ideas Raised by Participants

1. How to work with the schools without interfering in the school's program
2. Should the PACT booklet be revised and/or expanded?
3. How to find Legion/Auxiliary members with the time and skills needed
4. How to know who to contact in the Legion/Auxiliary
5. How to tie current Legion activities (e.g., Boys State, etc.) more closely with career ed
6. How to look at possible priorities and decide on one or two to really work on
7. How to get motivation from the key Legion/Auxiliary members who are on the way to top positions in these organizations
8. How to get more career ed type articles in our National Legion publication
9. How, at the community level, to know what other community groups are involved with a different group taking responsibility each year
10. How to get a more positive PR image for the Legion among LEAs
11. How to publicize the services the Legion/Auxiliary could provide to career ed
12. How to involve the Legion/Auxiliary in State meetings for career ed persons
13. How to help career ed "types" better understand the State/local structure of the Legion and the Legion Auxiliary
14. How to involve the Legion/Auxiliary in co-sponsoring career fairs
15. How to involve Legion/Auxiliary in staffing career resource centers
16. How to involve Legion/Auxiliary in a parent/adult shadowing program
17. How to use the Legion/Auxiliary in getting more parent involvement in career ed
18. How to identify and collate the various kinds of career ed activities in which members of the Legion/3uxiliary are already involved
19. How to use the Legion/Auxiliary in adult career ed efforts
20. How to help the Legion/Auxiliary understand the difference between career ed and voc ed and then use them to educate the public on these differences
21. How to eliminate the negative views toward the Legion

22. How to develop State working relationships between State Coordinators of Career Ed and State Adjutents of the Legion

23. How to get the new veterans involved in community service activities of the Legion

24. How to get the Legion/Auxiliary involved in "shopping mall career weekends" in local communities

25. How to get a pocket-sized PACT booklet on the Legion/Auxiliary role in career ed

26. How to get reps from the Legion/Auxiliary on State and local advisory councils on career ed

27. How to get career ed into Girls State

"Snapshot" Pictures of Participants

Martha Philebar

- Chairman, Liaison for the Legion/Auxiliary on the National Education Committee a joint committee of the American Legion & Legion Auxiliary
- Former elementary teacher and served as a Vice-Principal for 1 year

Walter Rambo

- Working with LEAs, in part, through Education Service Centers - 2229 of 1197 LEAs in Texas funded this year with 95-207 funds
- Many LEAs doing career ed with local funds - about 600 LEAs in Texas (total) have some kind of career ed effort

Al Thompson

- A Methodist minister who, in addition, serves as a trustee for a Catholic High School
- Chairman, Education Committe - American Legion/Legion Auxiliary

Sadie Chandler

- 25 LEAs out of 147 in Tennessee now funded with 95-207 money

Jerry Bowman

- Of 500,000 students in Arizona K-12 systems, 99% of high school students and 96% of elementary students now being reached with some kind of career ed activities
- This year, State funds of $3.0 plus million are being supplemented by $180,000 of 95-207 funds
- Arizona has 16 consortiums of LEAs funded by the State, they blanket the State. Careed ed has been underway now for 8-9 years

Jerry Bowman (cont'd)

- 95-207 funds being used in 5 LEAs for a highly concentrated career ed effort plus one university per-service demonstration effort (at Arizona State).

Jim Cuppett

- This is his 2nd year on the National Education Committee of Legion/ Auxiliary
- He is a welding instructor at a vo tech center

Beth Jonhson

- Member of Auxiliary's Liaison Committee on Education
- Has been a substitute teacher

Mike Ayers

- Fulltime paid Deputy Director, Americanism and Children & Youth Division, American Legion
- "NEED A LIFT" has been going for 30 years still many Legion members who don't know about it

Anita Barber

- Is both a State Career Ed Coordinator AND a former State President of the Legion Auxiliary and is currently Director of the Alabama Junior Auxiliary Girls Camp
- Anita's husband is a post State Commander, American Legion
- Reps of Legion/Auxiliary WERE at the Alabama State career ed conference last year
- Alabama has distributed PACT booklets at career ed inservice meetings
- Using 95-207 funds to support 21 LEAs this year out of 127 in Alabama. A total of 67 LEAs are now involved in career ed along with 12 colleges and universities in Alabama.
- Two of the 21 LEAs funded with 95-207 funds have some established relationships with the Legion/Auxiliary now

IDEA: How to get motivation from the key Legion/Auxiliary members who are on their way to the top of the organization

Al: On the National level, we pretty well know 2-3 years ahead who is going to ascend to the top. To a slightly lesser degree, this is also true at the State level. At the local community level, this is more difficult to determine. IN SPITE OF THIS, the local LEA career ed coordinator should try to seek out a local person from the Legion and from the Auxiliary who's likely to be the local Commander or President in 2-3 years and sell such persons on career ed.

At the State level, this could certainly be done by State Coordinators of Career Ed.

Beth: We don't always have Education Chairmen who have aspirations for going further up in the Legion/Auxiliary structures.

Mike: One idea that would help is to establish Joint Legion/Auxiliary Coordinating Committees for Education at the State and local levels. There are, today, only about 3-4 States with State Education Coordinating Committees. IF we had this structure established at the local level, we wouldn't have much trouble identifying those persons on their way up BUT we don't have this yet. For this reason, it's best to try identifying such persons now at the State level.

Al: The State Adjutant is the person most apt to know who is "on the way up." Such persons should be pushed to become Chairman of the Education Coordination Committee at the State level.

Walter: The only thing a State Career Ed Coordinator could do would be to educate the Legion Department Education Chairmen.

Mike: The IDEAL is for the State Career Ed Coordinator to begin by contacting the Legion State Department Education Chairman and his conterpart in the Legion Auxiliary. Two years ago, we sent a list of State Career Ed Coordinators to our State Education Chairman in both the Legion and the Auxiliary. SOME of these persons made contacts, but most did not at that time.

Martha: In most States, the New Education Chairman for the Legion and Auxiliary really take office in September and serve, in effect, until the next July.

Mike: There's no reason the out going chairman can't communicate with the new chairman.

Al: Being State Education Chairman is a rather low priority status position within the Legion. We would do better to zero in on those persons most apt to become State Commanders.

Mike: As a paid staff member, I can't communicate with those "up and coming" State Commanders BUT members of our Education Committee can if they choose to do so.

Al: We're reasonably sure about the next two National Commanders of the American Legion. If career ed people were to invite them to do things now, it would pay off. It's harder to know who the National Commander of the Legion will be than to know who the next 3-4 Presidents of the Legion Auxiliary will be. The Auxiliary operates much more with "chairs' that one goes through from year to year.

The Education Department Chairmen from both the Legion and from the Auxiliary COULD recommend good names to each State Career Ed Coordinator BUT will not do so unless the State Career Ed Coordinator asks for such names.

Anita: Could the National Committee of the Legion and Auxiliary REQUIRE a State Coordinating Committee in each State with appointments on, say, a 3 year cycle, so that there would be some continuity?

Mike: If this were to be done, it would have to start with a recommendation from our National Coordination Committee and then go up the "yum yum" tree of both organizations from there to get formal approval.

IDEA: *What is it that the State Coordinator of Career Ed should do in a "MASTER PLAN"?*

Mike: Make contact with the State Legion and Auxiliary Department Education chairpersons.

Jim: The State Coordinator of Career Ed could contact the State Adjutant to determine who the current (and proposed) State Chairmen will be.

Jerry: As a State Coordinator, I don't know my State Adjutant. In addition, WHAT SHOULD I ASK HIM WHEN I MEET WITH HIM?

Mike: I will send a list of State Adjutants to each State Coordinator in this miniconference.

Mike: One reason for contacting the State Adjutant is to share the "MASTER PLAN" with him and seek their reaction to it.

Jerry: I could ask the State Adjutant for names of the State Department Education Chairmen for the Legion and for the Auxiliary.

Al: The "MASTER PLAN" should call for names of all members of the National American Legion/Auxiliary Coordinating Committee such names to go to ALL State Career Ed Coordinators.

Anita: The State Coordinator of Career Ed should put on his/her State career ed mailing list the names of:

- Legion State Commander and President of Auxiliary
- State Adjutant and Auxiliary Department Secretary
- Chairperson of the Education Department (for both Legion and Auxiliary)
- Chairperson of Americanism Committee (for both Legion and Auxiliary)
- National Executive Committee Chairperons (for both Legion and Auxiliary) i.e. 10 NAMES IN ALL

Walter: 10 names are too many for me. I'd rather have the name of only 1 person who I'm supposed to contact.

Mike: I can send each State Career Coordinator 3 names:

- Legion Education Dept. Chairman
- Auxiliary Education Dept. Chairman; and
- Legion Adjutant.

Al: If you wnat a contact person at the LEA level, the person to seek as a supplier of such names is the State Adjutant.

Anita: This is essential BUT that request can't be the first question a State Career Ed Coordinator asks the Adjutant instead, it would be much more proper to raise that question after the State Career Ed Coordinator has spoken at the State Fall Conference for the Legion/Auziliary and made an initial positive contact with the membership.

Anita (cont'd): Further, if you ask [illegible] State Adjutant for a "list" of local persons who would be best to contact, they wouldn't have it at their fingertips. It would take them awhile to develop it.

Sadie: As a State Coordinator, I should, as part of the "MASTER PLAN" see that each LEA has the following information:

- PACT booklet
- NEED-A-LIFT
- Copy of OCE monograph on Legion/Auxiliary and Career Ed
- New Legion brochure on "Career Ed and the Legion"

Anita: Once the State Career Ed Coordinator has received, from his Adjutant (or Department Secretary) a list of local Legion/Auxiliary persons, the State Career Ed Coordinator should then:

- Contact Mike Ayers and ask for enough copies of the Legion/Auxiliary career ed materials to mail to each LEA career ed coordinator
- Send material to each LEA Coordinator and ask them to contact their local Legion/Auxiliary contact persons.

Jerry: We really need 2 complete sets of materials to send to LEAs one for the LEA and one for the local Legion/Auxiliary contact person.

Walter: I would call all my LEA people together in a single setting, give them the materials, and then ask them to take it back and make contacts with their local counterparts in the Legion and Legion Auxiliary.

IDEALLY, I'd like to bring in 10 LEA career ed coordinators and 10 Legion/Auxiliary contact persons at the same time and explain the whole thing to them. I'd make sure that I ask in only those LEA career ed coordinators who I think will go along with the idea. I'd like to ask Legion/Auxiliary persons to pay their own expenses but, if this isn't possible, I might pay them with career ed funds.

Beth: If we ask our State Department Secretary for the Auxiliary to mail out a lot of materials to State and/or local career ed coordinators, they will tell us that they don't have the money or the time to do so.

Sadie: If you're going to have something happen at the local level, then you MUST get local people together.

Walter: DISAGREE. We need to start from the top.

Anita: AGREE WITH WALTER.

Jerry: AGRRE WITH SADIE.

Jerry: At the LEA level, you have to decide what's going to "be the menu" of possible things that could be done collaboratively with the Legion/Auxiliary. Then you should determine how much of the "menu" the Legion/Auxiliary will buy.

Mike: The best plan would be for each State Career Ed Coordinator to let ME know how many materials are needed. I will then contact the State Adjutants and tell them I have mailed these materials to the State Coordinators of Career Ed in their States. By doing so, this would open the door for the first meeting between the State Adjutant/Department Secretary and the State Career Ed Coordinator.

The State Career Ed Coordinator will then request a meeting with the Department Adjutant and the Department Secretary to get the LEA contacts. Then the State Career Ed Coordinator should call a meeting of LEAs to explain the concept of collaborating with the Legion/Auxiliary and determine how many of the funded 95-207 LEAs are willing to do so.

Following this, the State Career Ed Coordinator would supply those LEAs who express interest AND have Legion/Auxiliary contact persons with sets of the Legion career ed materials.

NOTE: With only a finite number of LEAs funded under 95-207 we can expect that:

- only a portion of these will be interested in collaborating with the Legion/Auxiliary and
- only a portion of those who are interested will be in communities where competent contact persons can be found from both the Legion and the Legion Auxiliary - i.e., the actual number of LEAs, in any given State, participating in this effort MAY be small.

IDEA: What should the LEA Career Ed Coordinator do in collaborating with the American Legion/Legion Auxiliary?

Jerry: For our "MASTER PLAN" to give LEAs only one set of "how to do it" ideas is no good. Instead, we should give them a number of alternatives.

Walter: Before getting a specific plan, we ought to clearly determine that students need what we are proposing. We must be careful not to overpromise. The LEA career ed coordinator must have a clear, identified need for help if not hard data are available, you are left only with perceptual notions and that's not good enough.

Walter: "IDENTIFICATION OF CAREER RESOURCE PERSONS" is one kind of career ed activity that might be proposed.

Anita: We could put, in the "MASTER PLAN", a format for "resource identification." This could be very helpful to a local Legion Post/Auxiliary Chapter in determing whether or not they could do this if asked to do so.

Jerry: I'd suggest giving LEAs multiple suggestions of things the Legion/Auxiliary could do BUT let the LEA needs assessment determine what, specifically, the Legion/Auxiliary will be asked to do. We need to see what "gaps" are present and then see which of these the Legion/Auxiliary could help close.

Al: Legion people need "how to do it" materials on things like "HOW TO RUN A CAREER FAIR." This set of "how to do it" suggestions should not, of course be specified in the "MASTER PLAN" BUT the possible notion of something like a

Al (cont'd): "career fair" should be included in a number of possible suggestions given to LEAs for ways in which they could work with the Legion/Auxiliary in their community.

Examples of possible projects for Legion/Auxiliary Involvement:

- Career Resource Center File
- Career Fairs
- Occupational Shadowing Programs
- Unpaid work experience as career exploration
- Videotapes of workers on their jobs
- Preparing and publicizing parental involvement in career ed
- Promoting a community media campaign to gain understanding of and support for career ed in the community
- Distribution of career oriented materials produced by the Legion
- "Child swap" programs for career exploration
- ADOPT-A-SCHOOL programs
- ADOPT-A-TEACHER programs
- Oratorical contests on "WORK IN AMERICA" as it relates to the constitution
- Purchasing career ed materials for use by LEA career ed persons

Martha: Any proposal the LEA Career Ed Coordinator makes to the local Legion/Auxiliary "contact persons" would have to go to the Executive Committee or to a Post meeting in order to gain approval.

Al: The right "contact person" could almost guarantee that "x" things can be done. They MIGHT ask the local career ed coordinator to appear before the Executive Committee BUT, if this happens, the proposal will pass (if it doesn't have a prohibitively high cost associated with it).

Jerry: As an SEA State Coordinator of Career Ed, I'd encourage LEA career ed coordinators to make the local presentations i.e., I shouldn't be the one to do this.

Martha: If the Legion/Auxiliary "contact persons" were:

- the Post Commander
- The Unit President
- the Unit Education Chairman; and
- the Legion Americanism Committee Chairman

chances are VERY good that a proposal will pass.

Beth: In reality, there are very few Legion Posts or Auxiliary Units that would turn down a request for help that comes to them from the public school system.

Anita: The "MASTER PLAN" should include a suggestion that a representative from BOTH the Legion and the Auxiliary be put on the LEA Career Education Advisory Council.

Mike: Of the list contained in the "MASTER PLAN" of possible career ed collaborative activities the LEA should tell the "contact persons" that they can get some "how to" suggestions for each activity by contacting the National Legion Headquarters. If we don't have some now, we could make them up easily.

Al: Our National Coordinating Committee COULD and SHOULD request samples of materials and "how to do it" ideas for each of the proposed activities from all State Career Ed Coordinators. WE NEED A LIBRARY OF SUCH ACTIVITIES FOR OUR COMMITTEE.

Mike: The advantage of such a strategy is to demonstrate to local Legion Posts/Auxiliary Units that the National level IS involved and behind it.

Anita: A "career resource bank" project might get involvement of lots of Legionnaires who never participated in Legion activities before. It would be a good way of really strengthening the local units of the Legion.

IDEA: How State Career Ed Coordinators can encourage use of Legion/Auxiliary Career Education-related materials

Mike: The career ed related Legion/Auxiliary materials that now exist include:

- "Guide For Parents and Students" a pamphlet emphasizing the importance of students planning their careers now including a section for non-college bound
- NEED-A-LIFT - Scholarship information, career resources, career related materials
- PACT booklet and PACT brochure action ideas for Legion/Auxiliary involvement in career education
- OCE monograph "American Legion/Legion Auxiliary and Career Education"
- Position paper: "Career Education and The American Legion"-3/16/79
- Career Ed film (from Olympus Publishing Company)

Sadie: Are there any types of awareness activities for Legion/Auxiliary members aimed at helping them know about these kinds of career ed materials? If I tell an LEA career ed coordinator about these materials and then his local Legion/Auxiliary from whom he requests such materials has never heard of them, what is to be done?

Mike: At the National level, we depend on a strong Departmental structure to get the work out to the local level.

Sadie: Could not the National Education Coordinating Committee of the Legion/Auxiliary do something to help this situation?

Al: There's going to have to be a joint educative process on the part of the National Legion/Auxiliary and on the part of State Coordinators of Career Ed. The Legion/Auxiliary people at the local level will help motivate their members to find out about these materials. It should be recognized that, right now, in some local communities, we DO have local Legion/Auxiliary persons who know about and have these materials and would be very happy to bring them to an LEA career ed coordinator.

As a National Committee, we will try to make our local people knowledgeable through our Department structure in our 8 regional and numerous District conferences.

Mike: The problem with our Regional Conferences is that we sometimes have as many as 8 topics being discussed in small groups simultaneously. It's tough to find a chance for ALL attendees to hear about any single topic like career ed.

Sadie: Early in the school year, the local Legion/Auxiliary could do a newspaper article listing the various ways in which the local Legion/Auxiliary will be helping youth during the current school year. Further, if the Education Chairman from the Legion/Auxiliary at the local level went into teacher inservice meetings early in the school year to talk about Legion/Auxiliary activities and materials, this would also help greatly.

Mike: This year, we had a National press release on "NEED-A-LIFT" and it helped. Maybe we could make a sample news release on "CAREER ED AND THE LEGION" and send it to all Departments and ask them to mass produce it for distribution out to their local units.

Anita: A career ed corner in NATIONAL NEWS and the LEGION magazines would be a very helpful thing especially if this "corner" were devoted to "how to do it" ideas and materials.

Mike: The LEGION magazine has come a long way. Still, there are too many articles on what happened during WWI and WWII. We're allowed 1 article per year for something like "career ed."

Martha: We could very likely do it in our Auxiliary national magazine - NATIONAL NEWS. We could have action examples of how local units are working with their LEAs on career ed. We might not get it into each issue, but we could probably get such a feature in 3-4 times per year out of the 7 issues produced.

Al: One problem is that we don't have a strong Committee on Education at the local level in very many communities thus, there's no automatic, easy person for the LEA career ed coordinator to contact or to ask for materials.

Sadie: One element in our MASTER PLAN should be that each State Career Ed Coordinator request premission to speak at the State Legion/Auxiliary Conference.

Mike: We used to have 3 people speak on "career ed" at each of our conferences BUT some of them were terrible so we quit doing that.

Anita: The Adjutant makes up the program. We would have to get to him if Sadie's idea is to become a reality. The push would have to come from the National Education Committee of the Legion/Auxiliary.

Mike: Our National Committee COULD request this.

Al: We could send a letter to all State career ed coordinators with a copy to the Adjutant in each State saying that it would be a good idea for the State Career Ed Coordinator to make a speech at the State Conference. The Mid-winter conference might be a better place to do this than at the State conference, although the crowd would probably be small.

Beth: It would probably be better to go before the State Auxiliary group than to try to go before the State Legion group. The Auxiliary is more action oriented.

Anita: Both the Legion and the Auxiliary should be contacted as part of our "MASTER PLAN" if a joint session is possible, this would be the best.

Sadie: The MASTER PLAN should call for every State Career Ed Coordinator to:

- get the Legion/Auxiliary career ed materials; and
- inform the LEA career ed coordinators about the existence of these materials and ideas about how they can get them for themselves.

Anita: Our MASTER PLAN should call for the State Career Ed Coordinators to request that a Legion/Auxiliary rep appear on the program of several State educational associations including:

- The State PGA
- State Librarians Association; and
- State School Administrators Association.

Walter: The State Career Ed Coordinator wouldn't have time to make contacts with all of these groups.

Anita: In the SEAs, there is always a listing of State Educational Associations. The State Legion/Auxiliary Education chairman could request such lists and use them to identify particular associations with whom the Legion/Auxiliary wants to get in contact with.

Al: It would help our National Education Committee if we had a set of action suggestions from the 50 State Coordinators of Career Ed.

Jerry: All State Career Ed Coordinators have some kind of State career ed conference annually. We should put in the MASTER PLAN a suggestion that the Legion/Auxiliary be invited to speak and/or exhibit at each State Career Ed Conference.

IDEA: How to infuse a career ed emphasis into regular Legion/Auxiliary programs

A. Legion Baseball

Mike: Last year, of the 875 major league ballplayers, 500 had come through Legion baseball programs. It led to their careers.

A career ed "infusion" emphasis could come if the local career ed coordinator - through the local Legion Post conducted a followup study of Junior League baseball players to show how few REALLY become major league baseball players.

Sadie: You could "infuse" by showing the wide variety of careers necessary to really have baseball in a community.

Jerry: We could work with the local Legion Post in developing and then passing out to kids a packet of material entitled "WHAT YOU COULD DO FROM WHAT YOU'VE LEARNED IN AMERICAN LEGION BASEBALL EVEN IF YOU DON'T BECOME A PROFESSIONAL BALLPLAYER"- this is something that the American Legion baseball coaches could help prepare and distribute.

B. Oratorical

Background: About 30,000 high school students per year participate. The Legion insists that the topic MUST come from the Constitution. Many teachers tell us that there is not that much interest in the Constitution anymore. However, our National Committee won't change on this.

Sadie: Career ed coordinators could "infuse" through emphasizing to kids engaged in oratorical contests - "How will these oratorical skills help you in various kinds of careers?"

Al: Many of our oratorical participants are interested in law and order. We could infuse by emphasizing law related careers to students as a part of the studying they do in preparation for their speeches. Especially for those kids interested in law and order.

Beth: Many oratorical participants are youth interested in "political science" for these kids, we could "infuse" an emphasis on public service careers.

Al: The Constitution is broad enough so as to include a possible emphasis on "Work In America" but, if a kid chose that topic, it might not appeal to the judges of the oratorical contest. Remember, this is a local activity and the local coaches know what "won" last year and will probably stick with it.

Mike: Some emphasis on "mass communication careers" could also be infused into oratorical contests.

Martha: One of the purposes of oratorical contests has always been to get other kids to hear the speeches based on the Constitution. Anything in those speeches that talked about "work" would represent an "infusion" effort.

C. Boys State/Girls State

Beth: I've been arguinq for 19 years to have a speaker at Girls State talk on topics such as "women in politics" or "women in the armed forces" not JUST always talk on topics such as "Problems of public Government."

Al: Even doing the campaign posters (for political office at Boys State or Girls State) could be purposefully related to careers in Government both elected and non-elective positions.

Martha: Our Girls State participants while at Girls State go into Seguin, Texas where Girls State is held after they are elected and meet with their local elected counterparts in city/county Government - (e.g., GS "Mayor" meets with the town Mayor, etc.); also the Girls State elected "State Officials" meet with counterparts at State Capitol, Austin, and are given oath of office for their State level offices in the rotunda of the Capitol. GS citizens are given the opportunity, when the Legislature is not in session, to use both the House of Representatives and the Senate Chamber to "enact" Resolutions and Bills.

Walter: The MASTER PLAN ought to include a plank that aims to make those who run Girls State and Boys State aware of the career implications of all these various kinds of activities.

D. Veterans Affairs and Rehabilitation

Martha: We could put an adult career ed emphasis into this program.

Beth: Some of our hospitalized veterans now pick up vocational skills while there through the G.I. Bill.

Mike: Both the "Sons of the American Legion" and "Junior Auxiliary" are Legion/ Auxiliary sponsored youth groups who do volunteer work in Veterans affairs and rehabilitation.

The volunteer work of high school youth COULD be pushed as unpaid work for career exploration by local career ed coordinators especially for those youth interested in the health occupations field.

Anita: The kinds of volunteer work our youth do in Veterans Affairs and Rehabilitation extends beyond health occupations. For example, our Junior Auxiliary members right now are working on constructing artistic ways of decorating trays for Valentine's Day for our Veterans in hospitals.

E. General Observations On "Infusion" into Regular Legion/Auxiliary Programs

Anita: Could the State career ed coordinators make a recommendation to the Legion/Auxiliary National Education Committee that the reporting forms for each Legion/Auxiliary Committee be revised so as to include a report on how and to what extent a "careers" emphasis has been infused into the program?

Mike: That would be tough to do. Both from the problem of revising the form AND from the standpoint of whether or not local units actually use such forms even when they have them.

Al: Our Education Committee ought to emphasize to the various Legion/Auxiliary programs the opportunities each has to infuse a career ed emphasis into their activities.

Mike: The Legion has always been "opportunity/future" oriented in its attemps to serve youth. We just haven't called it "career education".

Other Ideas F - or Legion/Auxiliary Involvement In Career Education

Sadie: I'm interested in the problem of getting new veterans involved in community service activities of the Legion. Does the Legion have any kind of program to set up, for example, a "Buddy system" between Legion members and the new veterans in the local community? These new veterans will be our future leaders. We need to get them involved.

Al: We have a "shepharding" program in our Church by pew which helps keep persons reminded about going to church. We could do an analogous thing in the Legion with members being "shephards" for new members.

What about an "adopt-a-school" program for the local Legion Post that concentrates on helping youth in career awareness and career exploration activities?

Al: It would be good if this suggestion were in the "MASTER PLAN" of the State Coordinators of Career Ed.

Walter: AGREE. I like the "adopt-a-school±" idea.

Walter: In Texas, we have a Council of Communicators about 170 LEAs which, along with our 20 Service Centers, help us publicize various things to local school districts. If we had some really good action examples of ways in which local Legion/Posts/Auxiliaries were working with local career ed coordinators, it would be easy for us to share those examples with others around the State through this vehicle.

Mike: You could use that vehicle right now to publicize the Legion materials.

Walter: I'd rather use it to publicize ACTION PROGRAMS of COLLABORATION between local Legion Posts and LEA career ed efforts.

Anita: Alabama's "SHOPPING MALL CAREER WEEKENDS"- the "careers" materials and exhibits here are seen by adults as well as by youth. It's in every shopping mall in Alabama once a year now. We have 39 different booths established, each of which is manned by someone. The shopping mall furnishes the space, the tables, electricity, etc.

This is done through the P.R. people at each shopping mall. They publicize it for us and arrange for all the details of the exhibits. The whole thing is coordinated by our State Advisory Council On Career Education. As State Career Ed Coordinator, I have nothing big to do except make sure the exhibits represent the kinds of careers we want people to learn about.

It would be possible to have booths for various community organizations participating in helping youth in career choices - e.g., American Legion, 4-H, Scouts, Junior Achievement, etc.

Anita: YES. We already have booths this year for Boy Scouts, for the Red Cross, and for the Chamber of Commerce.

Anita: This year, in Birmingham, they are concentrating attention on only the "Science" area - they COULD pick an area the Legion might be more interested in say "law related occupations".

Al: The Legion COULD get involved by contacting the shopping malls and encouraging this kind of thing. THIS IDEA SHOULD DEFINITELY BE INCLUDED IN THE MASTER PLAN. The Legion could make sure that it continues year after year.

Miniconference #149

National Association For Industry-Education Cooperation and Career Education

February 12-13, 1980

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Ideas Raised by Participants

1. How to get to university teacher educators on pre-service and in-service activities related to Industry/Education relationships
2. How involved is NAIEC in Oregon and in other States?
3. What are NAIEC's current linkages with other community groups in business/industry?
4. What can NAIEC do for schools and vice versa?
5. How to use NAIEC to tie State career ed efforts with State Economic Education Coordinators
6. How to use NAIEC to sell Chambers of Commerce in doing more in career ed
7. How to use NAIEC to link community efforts together
8. How to use the business community in Summer university training efforts in career ed
9. What are the goals and objectives of NAIEC?
10. Can NAIEC help us avoid the duplication and overlap of various kinds of business/industry councils that now exist?
11. How can we get the message of the reality of need for B/I/Ed linkages through to persons in higher education?
12. How to keep expectations and realities in perspective with reference to what the 750 NAIEC members can do
13. What is the nature and framework of an ideal community industry/education career education effort?
14. How to get industry/ed cooperative efforts to operate in a systematic, organized fashion
15. What is an ideal agenda for a community industry/Ed Council for career ed?
16. How should State Industry-Ed Coordinators work with State Career Ed Coordinators?
17. How to help business leaders understand how they can be of help in improving the education system
18. How to motivate business/industry leadership to take an interest in becoming involved with the schools
19. How to help top SEA administrators understand how they can use business/industry to help change the education system

20. How to get top business leaders to participate in Industry/Education Councils in every community

21. How do we bridge the gap in getting B/I to move from simply "public relations" efforts to real action programs of involvement in career ed?

22. How many national organizations promote industry-education type Advisory Councils?

23. Who belongs to NAIEC?

24. How do we help rural areas in Industry-Education cooperation?

25. How to avoid the overlap of all the groups now trying to advise the schools

26. How to establish a mechanism to capably allow a community Industry/Education Council to operate as a professional rather than as a volunteer group

27. How to overcome the backload of mandated advisory committees at the LEA level

28. How to get better communication linkages among communities so they can exchange business/education cooperative efforts

29. How to help top SEA administrators understand how they can use business/industry to help change the Education system

"Snapshot" pictures from each participant

Ray Wasil

- Heads the Placement Division of NAIEC
- Regular position is Director, Division of Guidance and Testing, Ohio State Dept. Ed. - there, one of his responsiblilties is industry-education-labor cooperation
- Was active in Akron's career ed program

Tom Williams

- Was a voc ed teacher for 15 years - became interested in helping kids in career planning and decisionmaking - been in Oregon SEA for 10 years - 9 in career ed
- 312 LEAs in Oregon 29% involved in 95-207 - priorities for 95-207 funds are going to consortiums of LEAs.
- Oregon State law requires every LEA to implement career ed. It started, in 1973, by putting in career ed "classes" , now being reversed so as to put the emphasis on a bonafide infusion effort, K-12.
- Oregon SEA State Leadership funds, under 95-207, are being put into supporting the Oregon Interinstitutional Consortium For Career Ed

Harry Moore

- Has been with Chamber of Commerce 12 years - now Legislative Affairs Manager for the Chamber covering states from Delaware to Maine - Harry serves in one of 6 "Regional" Offices for the Chamber of Commerce of the U.S.
- There are 105 Congressional districts in the area Harry serves.
- Been intimately involved in economic education programs - close liaison with Economic Ed Coordinators in each of the 10 States he covers.
- Strong State Chambers of Commerce exist in these 10 States. They and Harry, act as clearinghouses for good local programs.
- In the 10 State area, Harry is aware of only one State I-E-L Coordinator.

Doug Johnson

- Has been a teacher and a school principal
- Now responsible, in Colorado SEA, for Career Ed, Adult Ed, Community Ed, and some of CETA youth programs
- Colorado has 181 LEAs - 95-207 funds being used mainly for 3 areas:
  - teachers in the classroom
  - counselor involvement in career ed; and
  - business/industry collaborative efforts in career ed
- State funding for career ed ever since 1975.
- Strong relationships with Chamber of Commerce
- There are now 34 Business/Industry Councils in Colorado (representing 75% of the population - going for 45 more).

Don Clark

- Experience as:
  - Corporate manager
  - Public school teacher and administrator
  - University professor and administrator; and
  - Economic Education Center Director
- In 1976, started on Industry-Education Council in the Western, New York area.
- Currently President of NAIEC.

Lew Harriman

- Regular job - Vice President and Community Development Officer of a major bank.
- Currently serving as Chairman of NAIEC and as Chairman of the New York State Advisory Council on Career Education
- Is also Chairman of the Empire State Chamber of Commerce Education Committee

Lynn Jensen

- 9 years in Utah SEA - 8 of those in career ed.
- Utah State Bd Ed requires all secondary school students to develop an individual plan that includes tentative career goals and how to reach them.
- State Bd Ed also requires 1/2 unit of some form of work experience in a career cluster as part of high school graduation requirements.
- Has worked closely with State PTA - recently published 200,000 copies of a handbook for parents in career ed entitled "You And Your Child's Tommorrow."
- 95-207 funds go to 20 of the 40 LEAs in Utah.
- Utah State legislature appropriates $300,000 annually for career ed.
- Great disparity in Utah between rural and urban areas in terms of needs assessment results in the area of "use of Community resources."
- Excellent pre-voc program in Utah junior high schools.
- Project BICEP in Salt Lake City is a major B/I clearinghouse for community resources.
- Very close relationships in Utah between career ed and economic education.

Bill White

- Former military officer - and former Superintendent of Schools.
- Currently a small businessman and Executive Director, Howard County Business/Ed Alliance - has done this for the last 2 1/2 years.
- Maryland is moving toward a pattern where, is a few years, students will spend 50% of their time outside the school - moving toward EBCE approach.
- Maryland SEA has recently appointed an Advisory Committee On Community Service Centers.

Background Information On The NAIEC

A. Don Clark's presentation

- NAIEC is an all volunteer organization.
- It began in 1949 as a Business/Industry section of the National Science Teachers Association and it became a separate organization in 1964.
- Its founders were primarily trade association representatives - like the NAM, American Iron and Steel Institute, etc.
- Purpose: To foster industry-education cooperation. (NOTE: To NAIEC, "industry" means the entire business/lab/industry/professional/government community).
- The I-E Council is the umbrella organization.
  - It is a school district oriented Council
  - As an advisory council, it seeks to arrange for an organized use of the total resources of a community with the school systems.

  - Rationale for the Council is that industry is interested in improving the quality of the total school program - k through adult.
  - The key kind of activities are:
    - staff development
    - curriculum development, career guidance, educational management and special projects in career education.
  - The Council is primarily based in education
  - The Council needs to be staffed fulltime by someone in the Education system - that same person serves as Executive Director of the Ind-Ed Council.
- Business/Industry has, for years, stated to educators what their needs are. They now need educators to say what educators' needs are for business/industry.
- There are now between 60-65 I-E-Cs in the Nation affiliated with NAIEC.
- In the last 3 years, the picture has been muddied by both work/education councils; and PIC councils.
- Community Resources Workshops:
    - This began, as an organization National Community Workshop Association in the 1960's merged with NAIEC in 1973.
    - This is usually a Summer program with graduate credit on how to use community resources
    - These workshops are usually held for such groups as K-12 teachers, counselors , administrators, librarians, career ed "types", economics education persons, etc.
- Job Placement began as a formal NAIEC effort in 1974.
    - NAIEC views school based job placement as an integral part of career education
- NAIEC has a film on "Community Based Career Education Advisory Councils" which, in effect, are "Industry-Education Councils"
- NAIEC membership includes:
    - College/University presidents
    - Trade associations
    - Government officials
    - Labor representatives
    - Some career ed "types"
    - Superintendents
    - curriculum specialists; and
    - I-E Council directors

- NAIEC publishes a bi-monthly newsletter, a quarterly job placement newsletter and a Journal - National Convention held each year.
- The business community doesn't understand the term "career ed" very well - NAIEC views "career ed" as part of "human resource development" - other components include such things as voc ed, basic skills, etc. - the concept of "HUMAN RESOURCE DEVELOPMENT" is one NAIEC can sell to business/industry.

B. Questions

Tom: We're trying to put together an Oregon Career Ed Association - with 1/2 business/industry persons and 1/2 educators. Is this duplicative of what NAIEC is doing?

Don: We can't have a separate advisory group for every special interest - e.g., one for "career ed", another for "economic ed", another for "citizenship ed" etc - industry needs and wants just ONE umbrella mechanism.

Don: The private sector wants CURRICULUM CHANGE - i.e., change in the content of what is being taught so that it's more realistic for the times responsive to workplace changes.

Is NAIEC more than "career ed"?

Yes - In addition to career ed, it includes, for example, science, business, social studies, math education - i.e., NAIEC helps to stimulate change in the content of various curricula.

Lew: We want to make sure, for example, that the teaching of physics is in sync with today's world - if it isn't, we're in trouble as a Nation

Harry: If today's math instructors don't talk about "bits" with their students, the students won't be ready for the computer age.

Lew: A career ed program would have trouble existing without an Industry/Ed Council that is aiming at real curriculum change. The basic curriculum is going to have to be related, in practical ways, with what now exists in the community.

Bill: People on typical "career ed advisory councils" seem always to be responding to problems brought up by the "educational" community - its a passive operation. The I-E-C, on the other hand, is an active operation.

Don: The majority of I-E-C growth during the 1970s has been a direct result of the career ed movement. At least 3/4 of the time of the typical I-E-C Coordinator is now being spent on career ed, other time on economic, consumer education and educational management.

Harry: The dialogue between the business community and education brought about by career ed has had big spinoffs in many ways. For example, in Manchester, New Hampshire, 7 educators (including the career ed coordinator) and a bunch of business "types" met to talk about career ed - as a result, there is now a new course at the local community college - and it is accepted for transfer to the 4 year college in the area.

A second example is in Saint Louis. There, the brewery companies and auto companies decided to look at the Education system to see where they could cut costs - and so cut taxes. They decided to do this by working through the Chamber of Commerce. Before the project was over, they concluded that they needed a better education system - and more, not less, taxes!

IDEA: What is the nature and framework of an ideal community industry/education career education effort?

Don: It should be LONG TERM and PERMANENT with an understanding that change, in Education, will be incremental. The two primary avenues for change are:

- Staff development; and
- Curriculum development.

Industry MUST supply education with help. The framework should be more than serving as a "broker" - it must be an "umbrella" to SYNERGIZE the broader community and education in ways that will encourage and allow them to work together.

The basic effort should be funded primarily by the Education system. Industry can help to fund it, but it should start with funding from the Education system.

Five major areas of activity are involved:

- Staff development
- Curriculum development - with a primary emphasis on infusion
- Career guidance - including occupational information delivery systems
- Career exploration and work experience - preferably non-paid
- Evaluation

Overriding ALL of this is that TIME being spent in planning and in organizing the effort.

Doug: Two thoughts come to mind:

- How do I latch onto things that exist right now? (for example, curriculum development) and
- How do we establish in the community a perspective that lets them see career ed as a good investment of their tax dollars - even if, by putting money into career ed, they had to cut out some of the things they are currently spending education dollars for?

Ray: If the school administrator is committed and willing to meet with his counterparts in the top echelons of the business/industry community, it will go. The first thing I would see is an assessment of ALL the ways in which business/industry are NOW relating with the school system - from this, determinations can be made with respect to:

- Which should be continued
- Which should be fused with each other; and
- Which should be abolished.

Doug: One perspective to keep in mind is that the SEA has no power to force things on LEAs.

Ray: Business has P.R. people who can help us sell this to the broader community. Goodyear Tire and Rubber has done this in Akron for career ed.

Lynn: Does the ideal industry/education council replace the voc ed advisory council, the economic ed advisory council, the career ed advisory council, etc?

Don: It will assist other mandated local advisory groups. CETA and others should be able to use the I-E-C to accomplish their goals. Remember, the I-E-C is designed primarily to drive the career ed efforts BUT it does do a number of other things as well.

Lew: Voc Ed advisory councils are mandated for each local area. Unfortunately, most of them don't work. We're talking about a totally different level - i.e., top executive officers sitting down with top school administrators. It is NOT a duplicative effort - i.e., the top policy makers get together to form policy. The voc ed advisory councils can still operate in terms of job-related advice.

Should the school board appoint the I-E-C members and should the I-E-C report to the Board of Education?

Harry: I don't believe that, ideally, the council should be appointed by and report to the Board of Education. In 1971, two members of the Virginia State School Board were:

- Gene Sydnor; and
- Louis Powell

Sydnor encouraged Powell to write the "Powell Memorandum" which went to the Education Committee of the Chamber of Commerce of the U.S. One million copies of this were reproduced by the Chamber. One result was that 50 top business executives met to discuss the "Powell Memorandum". Some thought State legislation should be pushed in every State. After study, they discovered that many States had already made some of the changes recommended by Powell. Eventually, they decided that a new law is NOT needed - instead, they decided they should study what is really going on in schools and use the best of what exists. They finally learned that things MUST be done cooperatively by having educators and business/industry people working together. They did much of this through Industry/Education Council.

Bill: If the school board appoints the I-E-C members, it means there will be some areas of concern that the I-E-C will not be allowed to explore. Few industry groups are willing to "rubber stamp" ideas coming from the Education system.

Don: I see no need for Board of Education approval for an I-E-C. If its community based, initial stimulation comes from industry, not from the Board of Education. Its unrealistic to think that a Chief Executive Officer - or a President of a local Chamber of Commerce - needs Board of Education approval in order to serve on an I-E-C.

Bill: Our Board of Education offered to appoint the members of our I-E-C. We refused. Instead, we asked the Superintendent to join us as a member of our Board of Directors. The I-E-C must be community based.

Lew: It isn't as big an issue as we're making it out to be. It depends on who has a commitment to keeping the I-E-C going. THE CRUCIAL THING IS TO AVOID BEING A "RUBBER STAMP". The I-E-C must be able to make independent recommendations to both education and to the business/industry community.

Bill: The I-E-C is not a responsibility of the school system Instead, its a responsibility of the community.

Don: We've learned enough, during the last 10 years, to know how the I-E-C can work without being appointed by the Board of Education.

Doug: I'm getting a feeling that Boards of Education are the only bodies who can make school system policy. How do we get over this?

Lew: Of course, the Board of Ed sets policy BUT, if they make bad policies, some group in the community needs to lean on them to correct them. This is what the I-E-C can do.

Doug: If the I-E-C is to be centered in the school system, it is under the auspices of the Board of Ed and the Superintendent. Thus, it doesn't seem to me that you can have the person involved also serve as Executive Director of a group - e.g., the I-E-C - that may be antogonistic to the Board of Education.

Lew: Joint financing is best.

Don: Education doesn't look on business persons serving as council directors as credible people for having responsiblitiy for staff development and curriculum development. Thus, an educator needs to be within the Education system to implement the I-E-C effort - e.g., he/she serves as the "inside manager" - BUT the I-E-C should, itself, be outside the structure and power of the Board of Education as an advisory group.

Lew: There are philosophical differences within NAIEC as to who should fund the I-E-C Coordinator position.

Don: My problem is that, when industry is paying 60¢ out of every $1.00 that goes to the school system, it ought to hold the Board of Education accountable for a quality education program and funding Industry/Education cooperation initiatives. If it doesn't hold the schools accountable, industry, then, should fund an Industry/Education operation.

Lew: The costs should be split - partly paid by the school system and partly by the business/industry community.

Ray: The person can be released from the school system with part of his/her salary coming from business/industry. Within a few years, under such arrangements, the Executive Director becomes independent of BOTH the education system AND of the business/industry community so that he can criticize BOTH when they need it.

Don: If the only way an I-E-C can be appointed is by the Board of Education, we could live with it BUT, in general, industry won't accept it as well as they would if the I-E-C is independent of the Board of Education.

Doug: We have some B-I Councils now that are operating independent of the Board of Education. In other places, this isn't happening. What we need is a greater receptivity from industry and a greater expression of support from industry.

IDEA: What should be the ideal composition of an I-E-C?

Harry: Every agency interested should be represented both educators and business. Lots of CBOs have a "token businessperson" on their Board, but that seldom lasts. I would NOT do it by seeking a representative from each of the community organizations because that, too, would be a form of "tokenism".

Representatives from Education should include those from the K-12 school system, from the vo tech school, the community college, and the 4 year college. All of these segments of education should be represented.

Don: 60-70% of current I-E-C members are now from the business/industry community. Furthermore, they are senior executives and CBOs not middle management employees. For Example, if the local Chamber of Commerce is represented, that representative is typically the Executive Vice President - NOT the Chairman of the Chamber's Education Committee.

Organized labor also needs to be represented on the I-E-C BUT we haven't yet been as successful as we would like in getting them actively involved.

Parents should certainly be represented.

When you get into community groups such as JA, American Legion, Rotary, etc., we don't see them as organizations that need to be represented on the I-E-C.

Bill: In our I-E-C, we have two groups:

- a Board of Directors; and
- an Executive Committee (our working group)

The Board of Directors meets quarterly for about 30 minutes. The Executive Committee meets monthly for a substantial period of time. When the Board of Ed saw the names of our Board of Directors, they decided to go along and cooperate with us.

Don: Business types are very sensitive about being able to deal with their peers. A vice president wants to relate with other vice presidents but NOT with a first line supervisor.

Lynn: Our Career Ed Advisory Committees tend to draw from those persons who have previously served on:

- voc ed advisory councils
- economic ed advisory councils; and

- appear to be talking about essentially the same things. I'm very much open to ways of solving these problems. Many of the Council members think too much like we're using them as "rubber stamps".

Tom: Our Career Ed/Voc Ed Advisory Council is a combined group - it has $110,000 per year to use for its operations (from voc ed funds). We're having trouble getting this group to pay much attention to career ed. That's one reason why we're going to form the OREGON CAREER ED ASSOCIATION. It's going to be much better.

For example, five of our members of our ASSOCIATION from industry have gotten themselves invited to speak at the Spring meeting of the Oregon School Administrators Conference.

I can see us organizing B-I Councils through our Oregon Career Ed Association. Our Board of Directors for this Association is already 50-50 educators and business/industry persons. My main concern is that I'm the only SEA person on the Board of this Association at present. We have 50 members already even though we're just getting started.

Don: One thing NAIEC needs is a strong endorsement from USOE. There isn't much we can do to enter a State without this kind of support. NAIEC could assist SEA State Career Ed Coordinators to help get a State I-E-Coordinator in each SEA and to help LEAs get I-E-Councils.

Doug: Our State Advisory Council has approached our State Superintendent to ask for an SEA Coordinator to work with them. Our Advisory Council would have to carry this through if other parts of the SEA (other than career ed) were to become involved. As the State Career Ed Coordinator, I don't have time to also do the job of State I-E-Coordinator with the staff that I now have. If I had enough staff, I could do it.

Don: I think we should explore a "marriage" of I-E efforts with efforts of State Career Ed Coordinators.

Lynn: I AGREE WITH DOUG. I think this should come under the State Career Ed Coordinator (I-E-Coordinator, that is). On the other hand, at both the SEA and at the LEA level, others feel that "I-E-Coordination" is their role. In our SEA, for example, there is a "community education specialist" who would feel this is one of the things he should do. The same things are true at the LEA level. There are definite "turf" problems to be solved.

Doug: We've got a big push on now to make sure there are co-members on various kinds of Councils - this is one way of solving the "turf" problem. Joint memberships make for common links.

If we made an assumption that State Career Ed Coordinators were to try to take on the role of State I-E-Coordinator, it would be hard to sell to the Education community. My biggest concerns right now center around looking to the business/industry community for support - what help could NAIEC lend, in terms of corporate names, that could help me with this problem in Colorado?

Harry: NAIEC reps tend to come from places like:

- Chamber of Commerce
- NAM
- NFIB, etc - each of which involves many corporations.

Many of our local I-E-C Coordinators have dual business cards - one with their LEA office listing and the other listing their office in the local Chamber of Commerce. This seems to work very well.

Tom: All State Career Ed Coordinators want to get more industry/education collaboration going. The NAIEC seems to be one very valuable avenue to take. BUT we have no resources right now to kick it off.

Don: If we don't kick it off soon, its going to be co-opted by manpower groups.

Harry: Business/industry "types" lose patience with the in-fighting that goes on among the bureaucrats. They want to get the job done and they really don't care where the money comes from. They ask "does this conference look promising?" NOT "Who is sponsoring this conference?"

A great many of them have concluded that the need to equip youth with entry level vocational skills is so great that they will give up on the schools and simply do it themselves.

Doug: If the Education system's structure is the problem, why doesn't the business community get into the act and help the schools to become more productive? That seems to me to be a better use of time and money than to try to set up a system other than the Education System.

Don: There's a residual problem resulting from the fact that career ed was initially supported by voc ed.

Don: I-E-Councils are an umbrella that will drive the career ed movement.

IDEA: How to motivate business/industry leadership to take an interest in becoming involved with the schools

Lew: The answer is to make them believe that success is possible. The ancient image of education is that it is "an honorable but not an efficient nor an effective device". There are some schools who have and are succeeding. We need to call B/I attention to these schools.

Basically, 4 things need to be done to change American Education:

- career education
- involve the community with the schools
- individualizing instruction - i.e., making sure each child is taught what needs to be learned; and
- mastery learning - i.e., don't allow any student to simply "goof off" - instead operate on a goal that THERE CAN BE NO MORE FAILURE - insist that students meet certain standards.

The contribution career ed makes is that it motivates teachers to teach and students to learn.

There's a widespread belief that these four steps are impractical because it will to too expensive. That's based on the myth that small children can't be motivated to work on their own. We know that isn't true.

Harry: The thing that needs emphasizing are the SUCCESS STORIES. There's nothing more appealing to a businessman than to see something that works.

Many large industries are launching programs of their own to make the schools work better. An example is the REXNORD CORPORATION - Mr. Robert Krickorian, Chairman of the Board. They are currently working with the NATIONAL NEWSPAPER ASSOCIATION - an association representing 6,000 newspapers (mostly weeklies). Every Summer, they put teachers to work in one of their plants under a program that they call "ACTIVATE SOMEONE". The basic purpose of this program is to bridge the gap between business, legislatons educators, and society. They recently put on a luncheon meeting in D.C., primarily for legislative persons. (Local D.C. contact for public relations - Ann Harvey (452-1188)). REXNORD CORP is headquartered in Milwaukee, Wisconsin - employes 18,000 people in 39 plants with 27 foreign operations and is one of the "Fortune 500".

BUT THIS CORPORATION PROBABLY DOESN'T KNOW WHAT SOME OTHER CORPORATIONS LIKE GE, AT&T, GM, AMERICAN CYANIMID, ETC. ARE DOING ALONG THESE SAME LINES.

Lew: The "bibles" for individualized instruction & mastery learning are:

- Individualized Instruction - Individually Guided Elementary Instruction. (author) Klausmeier (U. Wisc.) published by Academic Press, NYC; and
- Mastery Learning - Human Characteristics and School Learning - Ben Bloom.

Harry: If I could provide a list of branch plants of REXNORD CORP - and other similar kinds of corporations, would it be of help to State Career Ed Coordinators?

Tom: Yes. It would sure help us.

Lynn: The LDS (Morman) Church has a career development emphasis in every Ward now.

Bill: At the community level, most of the business/industry resource persons are from small businesses. Where do they fit in with NAIEC? In our local Council, we operate primarily with small businesses.

Don: At the local level, almost all I-E-Cs have small business reps.

Lew: In Buffalo, the most successful projects are not those started by large corporations but, rather, those started by small business persons.

Lew: A big motivator to me is a booklet called "THE CLIMATE FOR INDIVIDUALITY". It was prepared several years ago under joint sponsorship of AASA, ASCD, NASSP, and NEA's Rural Division. Published 16 years ago, it is now out of print but can, of course, be found in libraries. I am hoping to rescue this publication by having it printed again.

Ray: Years ago - before career ed, we had all sorts of programs with various companies. When the "money crunch" came to industry, those programs folded up. Now its starting all over again. What NAIEC can do is to collect these action examples, share them with others, and publicize them widely. B/I people aren't interested in just "helping kids" - they need to see that what we are talking about will get them better employees.

Don: Getting B/I leaders is crucial. We MUST appeal to their self-interests. These leaders recognize that schools change slowly BUT its the best thing going to improve "human resource development" and they understand that term.

They regard the schools as a motor vehicle for use in improving the school-to-work transition. They want school leavers to have:

- basic academic skills
- good work habits; and
- general employability skills - ALL PROVIDED IN A COST EFFECTIVE MANNER.

Business leaders are more and more interested in curriculum change - IT IS THE CLASSROOM TEACHER THAT LEADERS OF INDUSTRY WANT TO REACH.

In his own corporation, the CEO of a large industry has "staff development" as an important function. Thus, he can see the value of inservice ed in career ed. Its going to be increasingly difficult to get the B/I person's attention with so many other interventions - many paid for - coming along - e.g., Work/Education Councils, PIC Councils, etc.

Doug: Someplace there's got to be a joint partnership that says two things:

- there are some "success stories"; and
- here are ways in which industry was helpful in making these "success stories" really happen.

We, in career ed, have and DO work closely with employers. NAIEC has the potential of representing the whole business/industry community. If NAIEC can help us know what's going on in business/industry related to potential for involving them in career ed, it would help the career ed movement greatly.

When we talk about "partnerships", we mean joint authority, joint funding, and joint accountability. There is a challenge dealing with the fact that so many different kinds of "Councils" now exist. What's going on? Are you (NAIEC) working with other kinds of "Councils", ignoring them, or fighting them?

Bill: We can't put kids out in big industry work experience because unions won't allow it. Thus, we have to use small businesses.

Don: NAIEC serves as an "umbrella" for major National corporations. The Education side and the Manpower sides both should be involved in solving the youth employment/unemployment problem we face today.

Doug: I still need an answer. At the State level, we have B/I (large), CETA, small businesses, etc. as a State Career Ed Coordinator, I have to get them all together. I'm concerned that, at the National level, I can see no attempts on the part of the BUSINESS COMMUNITY to try to tie all the various kinds of "Councils" together.

Harry: At the NAIEC meeting in Springfield MA, attempts were made to get 3 National programs together - DOL, DOC, and HEW (Justinne Rodriquez).

Bill: The answer lies in the community - NOT at the National or Federal level. Don't try to impose some "coordination" on local communities from the National level. Let it "happen" through the work of the local I-E-C.

Lew: Its still a battle at the Federal/National level - the big problem is "who will control the money?" At the local level in Buffalo, we're making some progress. We have overlap of membership now on the PIC Council and the I-E-C Council in Buffalo.

Harry: The basic principle is that, IF people figure out how to do it at the local level, there's a "SQUEAKY WHEEL" mechanism started that has potential for getting to the top. The National Chamber of Commerce determines policy based on the "SQUEAKY WHEEL PRINCIPLE". Right now, the National Chamber of Commerce wants to improve the "image of business" - career ed efforts, at the local level, are one good way of meeting this goal.

Don: I'm a "child" of the economic education movement. Economic Education has not and will not be successful because it has no effective delivery system at the local level. Second, economic ed has never had a commitment from the OE level.

Business views the I-E approach as the best. It was successful (the NAIEC approach) through the 1970s thanks, primarily, to the career ed movement. However, in the late 1970s, it has been co-opted by a number of "quick fix" manpower solutions that now threaten further progress.

Ray: NAIEC is doing the same thing with industry that career ed does with Education - i.e., drawing the various forces together.

Don: NAIEC will know, in the next few months, whether or not industry will support the I-E-C concept with sufficient money to keep it going.

IDEA: Questions State Career Ed Coordinators Want to Ask About NAIEC

Lynn: I've felt the need for the kinds of things we've been talking about here. In Salt Lake City, we sold BICEP to business as a way of eliminating multiple groups of un-coordinated educators knocking on their doors. THAT'S WHAT SOLD BUSINESS. The question I now have is:
QUESTION: What does NAIEC have to offer that I can sell to Ogden, Utah where they already have a really good career ed effort - including excellent collaborative relationships with business/labor/industry in place?

Don: NAIEC is the most efficient way of getting schools together to work with business. We know what works and the most cost effective ways of doing it. NAIEC knows what works and what doesn't work.

Project BICEP in Salt Lake City is the only one aspect of what we would call a total I-E-C effort. It concentrates on "brokering" but it doesn't have a similar emphasis on either "curriculum development" nor on "staff development". NAIEC covers the whole gamut.

Lynn: I would predict that, In Ogden, the education system feels that it is using the broader community very effectively RIGHT NOW. In both career development and in economic education and they certainly have good staff development going on within the Education system.

Harry: Lets suppose there's one person in Ogden heading up the career ed community effort. If that person were to join NAIEC as an individual, he/she could get our literature, share ideas, etc. Who knows? - in time, perhaps the Ogden Career Ed Council will decide it wants to affiliate with NAIEC as a Council.

Don: There needs to be a perception that Ogden would have to throw away what they're now doing if they join in with NAIEC. To be effective, an NAIEC would have to be designed to add to what's going on NOT to compete with it or to replace it.

Don: AGREE. NAIEC can:

- add on other dimensions; and
- get the whole effort better organized.

Harry: We should be telling other NAIEC members about the good things that are obviously going on now in Ogden.

Lynn: Lets suppose that we organize a State I-E-C. What would happen then to help our rural communities who, to date, have done little or nothing in terms of making career ed a community collaborative effort? What could NAIEC do to help get such a State I-E-C started?

Harry: The NAIEC publications are available in quantity.

Lynn: Would NAIEC then be willing to train us at the SEA level in NAIEC activities and methods?

Don: The film and handbook from NAIEC are available. You do need a State I-E-C organization.

Harry: If we had a list of 200 people from Utah to invite to our next National NAIEC Convention, those that attended and came back could help.

Don: Let me make it clear that we don't think of NAIEC as a National Associaton For Career Education.

Doug: If we look at NAIEC as a viable way of getting an "umbrella" at the State level, practitioners are bound to sense some "red flags" when they see yet another new kind of organization coming on the scene.

Don: If NAIEC comes in, we would ask "what do you need?" Not tell you "this is what we do".

Doug: Will you supply State C. Ed Coordinators with a list of the major corporations who are now members of NAIEC? Are you in a position where you have the capability of coming in, if we invite you, to explain NAIEC to us at a State meeting?

Doug: Could NAIEC put on a National training session for State C. Ed Coordinators?

Don: Yes. We will make a commitment to do this.

Ray: Could we add a day to our NAIEC National Convention specifically set aside for State Career Ed Coordinators?

Doug: If NAIEC were to hold a National workshop for State C. Ed Coordinators, there should be a "team" coming from each State - the State C. Ed Coordinator and a top business leader.

Doug: What's the bottom line in terms of the future of NAIEC in terms of:

- the "best" that can happen to NAIEC; and
- the "worst" thing that can happen?

Don: The "worst" thing is that we will continue "as is". The "best" thing is rapid expansion of both:

- I-E-Cs and
- community resource workshops.

We're very positive we've never tried a National corporate approach before and we believe it can and will work.

Tom Williams: You keep saying that NAIEC is the "umbrella" - DOES INDUSTRY KNOW THAT YET? Can NAIEC help us get to the top administrators in business for our career ed efforts, and can NAIEC support the preventive/developmental approach of career ed as opposed to the remedial approach of some others?

Lew: NAIEC is a "WHEEL IN NEED OF INVENTION" - there's no other way to go. The Chamber of Commerce speaks from too narrow a base to get through to school people. Chambers will make it better if they join with us in an NAIEC approach - school people will buy the NAIEC approach.

Don: We hear enough from CEOs to know that we need some really top B/I "types" to explain what we're trying to do to them.

Harry: The list of people who have participated in the last 5 NAIEC National Conventions includes some really top people from business and industry. They aren't typically NAIEC members themselves BUT some persons in their organization are. IT WOULD BE SIGNIFICANT AND IMPRESSIVE IF A LIST OF SUCH PERSONS WERE TO BE PUT TOGETHER.

Don: Our NAIEC Board of Directors is, itself, impressive - 21 members.

Tom: Do you have any one from the professions such as medicine on your Board or active in NAIEC at the present time? Answer: No

NAIEC Recommendations and Suggestions To State Career Ed Coordinators

Harry: Its a major plus for me just to get the information State Career Ed Coordinators have given me at this miniconference. We need information sent to us for our publications of other great "success stories" in career ed.

Tom: Could State Career Ed Coordinators be put on the mailing list to get the NAIEC Newsletter? Answer: Yes.

Lew: Its important to have the diverse kinds of expertise represented on the NAIEC Board. Its also important to bring new people with new ideas on board. Open-minded, fresh new people are needed in NAIEC.

Don: NAIEC is dedicated to improvement of Education/Industry linkages especially at the local level. We believe our experience and know-how would be valuable for ANY State Career Ed Coordinator. We can offer the opportunity to share how coordination and linkage could be improved.

Bill: We didn't join the National NAIEC until January, 1980. From the local level, if State C. Ed Coordinators decide to work with NAIEC, you need to know that you will be working primarily with volunteers. There will have to be some method of building in financial support. Its impossible without this.

Don: We, in NAIEC, don't say that you can't get "industry/education cooperation" going without NAIEC. Obviously, many States such as those at this miniconference have done just fine without NAIEC. All we want to say is that, perhaps, we can help share some things with such States that will improve the quality of the total effort and increase its cost effectiveness.

Miniconference #150

Junior Achievement and Career Education

February 19-20, 1980

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Ideas Raised by Participants

1. How to use JA to work with K-6 pupils in career ed
2. How to tie JA into the community service priority of career ed
3. How to help LEA career ed coordinators better understand JA
4. How to help create community linkages between JA and other community organizations
5. How to involve JA in community career ed advisory council activities
6. How to help teachers better understand JA
7. How do schools and businesses make decisions regarding what should be supported among all community organizations?
8. How to help teachers use JA as a resource for linking up with the business/industry community on a K-12 basis
9. How to use JA as a source for linking the bus/ind community with the school system
10. How to establish local linkages between JA and LEAs
11. How to get JA people to gain a better understanding of career ed
12. How to get the right level of people to volunteer for JA especially at night in regular JA programs
13. How to establish and implement procedures for evaluating community organization input and impact
14. How can we make a MASTER PLAN for JA and career ed that includes Rural America?
15. How to get JA endorsed by Chief State School Officers and State Bds. of Education
16. How to establish working relationships between JA and a variety of kinds of specialists within all SEAs
17. How to use career ed money to fund field trips for PROJECT BUSINESS
18. How to get funding for release time for teachers in PROJECT BUSINESS
19. How to fund JA companies meeting in school buildings at night in spite of the energy crisis
20. How to involve career ed people in BUSINESS BASICS program of JA, K-6
21. How to avoid misunderstanding of JAs goals

22. How to use career ed as a catalyst for implementation of JA and its programs in rural areas

23. How can JA programs be pictured as fitting in with competency based education?

24. How flexible can JA programs be within a given LEA?

25. How to make a MASTER PLAN that purposely covers academic instruction as well as voc ed

"Snapshot Pictures" of Participants

Niel Carey - Maryland

- 24 LEAs in Maryland 12 of whom are funded with 95-207 funds.
- With $340,668 95-207 money, grants range from $3,000 to $49,000.
- All 5 of the largest LEAs covering 75% of youth received 95-207 grants.
- LEAs receiving 95-207 grants are spending somewhere between $1.0 and $2.0 million dollars of their own money on career ed this year.
- JA is strong in Maryland, for example, in Baltimore, every high school has JA functioning.
- Md. State Dept. of Ed has a priority on "community services and learning."

John Meerbach - Pennsylvania

- Pa. has 504 LEAs - 64 of whom have 95-207 grants.
- $906,000 95-207 dollars are in Pennsylvania.
- Of 64 participating LEAs- 41 are grouped in 5 consortiums (intermediate units). There are a total of 29 Intermediate Units in the State.
- State 95-207 grants range from $4,000 to $50,000.

Gil Folleher - Denver

- Is one of 5 Regional VPs for JA - covers the 13 Western States.
- We are the service center for National JA.
- We have 33 JA areas in the Western Region - for example, LA is an "area" but covers many communities and school districts.

Mike Roer - JA National

- Is Director of Planning for JA.
- Will be taking charge of B&D for JA in about 3 weeks.
- We regard JA, not as a set of programs, but rather as a set of resources that can tie schools and the business community together.

Allen Kirtley - JA National

- Is VP for programs - will be heading the high school program of JA.
- We have 254 operating JA "areas" with mostly paid staff running each.
- We have "Plan 4" a correspondence type of operation the JASS Program for rural areas.

Walter Faulkner - Vermont

- We're one of 22 "$125,000 States" for 95-207.
- We've funded 10 of the 59 LEAs in Vermont this year. We plan to fund 10 new ones each year so that, by the end of 5 years, we will have funded 50 of the 59.
- Our typical grant is $4,000 - $5,000 used mostly for teacher inservice ed.

John Carey - JA (Providence)

- Serves on the JA Major Area Strategy Committee - A group that serves franchises of less that 1 million persons in the total area.
- Is responsible for JA in Rhode Island.
- We are moving toward getting a cadre of JA professionals for 60 major cities in the Nation - each of whom will serve an "area" of the Nation.

Essie Page - DC

- Is now official State Coordinator of Career Ed in DC.
- Have funded 2 of the 6 regions in the DC schools and provided some services, as well, to the other 4 regions.
- We are one of the "$125,000 States".
- Our major thrusts this year are on small RFPs to schools asking for ideas as to how best to infuse career ed into the regular classrooms.

IDEA: How do schools and businesses make decisions regarding what should be supported among all community organizations?

Gil: Among the States, many programs are trying to do essentially the same kinds of things. How do we get all these organizations together and make decisions regarding who will do what?

Allen: Wouldn't it make sense to think that SEAs, in approving LEA plans, will have done this kind of coordination?

Walter: We did this last year in Vermont with community organizations. I used my Statewide "leadership funds" from 95-207 and the community organizations then figured out how they could all best work together.

John C: We need some local clearinghouse at the SEA level so that, when SEAs fund LEAs, they can refer them to appropriate groups such as JA, in a way that they have a definite name of a person to contact. In the urban areas where JA is strong we do this regularly BUT we need a way to also do this in rural areas.

John M: We're trying to build a capacity for intermediate units to act as "clearinghouses" for LEAs. It will work in some places but not in others. It will be a long time before Intermediate Units will be in this position, in the meantime, the SEA will have to do it.

John C: A State clearinghouse would have an added value of being a way in which new ideas could be quickly disseminated around the State.

John M: The average teacher or administrator doesn't want to "re-invent the wheel" they like the "adopter/adapter" system of JDRP and NDN.

Allen: Its possible that a JA linkage with an LEA could be purposely set up for submission to JDRP and on into NDN.

NOTE: It IS possible, but hasn't been done to date.

John M: Most SEAs have their own version of "JDRP" - perhaps it could happen there.

Gil: JA has two programs that work:

- JA; and
- PROJECT BUSINESS.

There are few people who know these 2 programs operate - this is true both of business persons and of school people. Maybe the problem is just how we can get this word out.

Niel: The budget crunch and the "minimum competency" movements are really just starting. I'm confident that career ed can help both in increasing basic skill achievement and in meeting goals of "competency education". JA will have to start talking about "competencies" that come from JA. JA can use people from the world of work to help teachers use such persons as resources in aiding students in acquiring these career ed "competencies".

Essie: For the most successful JA programs, what kinds of "competencies" can be demonstrated? JA activities must be linked with certain behaviorial objectives in various disciplines if they are to be accepted by the Education system.

John C: I'm concerned about Niel's statement. We in JA tend to get lumped in with things like DECA, FBLA, etc -youth programs that concentrate on specific vocational skills. We (JA) are NOT a "specific skills organizations" rather, we are an organization that reenforces many academic and interpersonal skills through our JA activities including math, reading, reasoning, etc.

Essie: That's what I mean. What general employability skills can JA demonstrate as "competencies" that I can use in career ed. We need to help English and social studies teachers see that some of the basic "competencies" can help contribute to the "competencies" these teachers are trying to develop.

Niel: The difference we talk about in career ed is about things that are job GENERIC vs things that are job SPECIFIC. Career ed is aimed at job generic not job specific competencies.

John C: Example: Providence is developing a magnet school program. Each has a different specific vocational emphasis. In the Business Magnet School, school people very much want JA to become active and involved BUT, in the "academic" high school, the principal is saying "JA isn't related to what our students will be doing".

At the present, we don't have any measures for use in saying and demonstrating that these are the "competencies" JA provides.

Essie: JA could overcome this problem if they used language that talks about the general employability-adaptability/promotability skills kids can acquire through JA. We need to talk about skills ALL students will need regardless, of their eventual career choices.

John M: What has been JA's measure of success? We in Education are now being told we have to say what "competencies" we develop.

Allen: There is argument within JA on this. Some say we "create positive attitudes toward business" others want to be much more specific.

Mike: I have a concern here. We can measure the factual knowledge we impart with respect to economics. IS THAT NECESSARY? Or can we justify JA by its ATTITUDE CHANGE ACCOMPLISHMENTS? Would endorsements from educators and business persons help make JA more credible in the eyes of other educators?

Walter: Should we limit, in our MASTER PLAN, where JA should go? That is, should our MASTER PLAN talk only about communities, say, of 50,000 persons or more?

John C: We haven't, in the past, had a system to put JA into rural communities. We now have such a system developed with our "service system" concept (that is operating out of 65 major cities). Thus, the MASTER PLAN should provide for rural as well as for urban settings.

What should SEAs and LEAs say to businesses about their involvement with JA?

Mike: If LEAs simply endorsed JA, that would be enough. Business people are already sold on it, but they want to hear from educators.

Niel: The statement ought to say that we the LEA support JA because it:

- Gives kids an opportunity to explore the business world
- Lets youth - through simulation - have an opportunity to learn some skills used in the business world; and
- Puts kids into contacts with the business world.

Allen: Some people say very broad things like "JA HELPS DEVELOP LEADERSHIP ABILITIES" -This isn't all bad because, in many kids, its true BUT it would be hard to say something like "24 kids got x amount of leadership through JA".

Allen: How do we measure what JA achieved during the total year? How do we meet Essie's problem? We know these kids are learning but its difficult to measure. Even though LEAs need data on employability skills, it might be tough for JA to provide them.

What is the JA long range plan for reaching students in smaller communities?

Mike: JA has grown primarily by expanding into more communities. JA is still reaching only 1/3 of the LEAs in the US even though 2/3 of all LEAs are within recognized JA areas. One third of the kids live in rural communities outside the regular JA areas. To find financial resources needed to move JA into rural areas, we have to have enough kids so that the per pupil cost is relatively low. This is hard to do when the community is less than 50,000 persons. Its very easy to do when the community is 150,000 or more.

Mike: We developed a new system for JA in small communities that is cost effective. To do this, we had to simplify the procedures so that a volunteer rather than a paid professional person could run the JA operation. We call these volunteers "JA COMMUNITY COORDINATORS".

The concept works BUT there's a weak thread between the "community coordinator" and the area JA professional. Its hard for the Area JA professional to lean on the "community coordinator" as much as is sometimes needed. We really need a professional "circuit rider" for JA to go from small community to small community.

Walter: Could NAB be the community contact with JA?

Allen: Since we're an independent organization, everything we do comes down to dollars. We need the $500 per company to operate. If we just gave away our JA materials to school systems, it would be self destructing for JA and we couldn't keep revising our materials so as to always keep them at the top quality level that JA demands .

John M: We have one community now where the PIC Council and the NAB Council joined forces so that these two community councils became, essentially, one Council.

John M: Do you JA see the "JASS" program operating in a town where there's only one industry?

Mike: Every community no matter how small has more than 1 industry.

Mike: JA is not capitalized so they don't have investment funds to use in getting JA started in new communities. The first year in a new community may wind up costing as much as $25,000 with very little return coming in.

How would we get JA into Erie, Pennsylvania?

Allen: We've never been able to get JA into Erie.

John M: We're going to be holding some regional conferences for LEAs who have our 95-207 grants. We could invite JA as well as other community groups to come talk to LEAs at these regional conferences. The LEAs will be reworking local plans and this might be a good thing to do.

Allen: If you want JA there, that will be no problem. The State C. Ed. Coordinator would only have to request this from either the JA Regional Office or JA National. A JA person will come at no cost to the SEA.

John M: If I had this meeting, who will JA want to talk with?

Allen: Superintendents and school boardmembers.

Niel: If that's the audience, why couldn't the local affiliate of the NSBA call the meeting? Why couldn't the State Career Ed Coordinator get JA on the NSBA State program? If this is done, the MASTER PLAN should call for the State Career Ed Coordinator to meet with the State NSBA office and try to get JA onto a State NSBA program.

Walter: I have problems with that idea. I would rather have JA speak to meetings we call of local 95-207 project directors.

What "pitch" would JA make as to why LEAs need JA?

Mike: It would save time if the "movers and shakers" from the business community as well as local Project Directors were also in the room.

Walter: That's easy. Our invitations to Project Directors could ask them to bring along 1-3 business persons form their Community Career Ed Councils.

John M: We could do this easily in Pennsylvania. It would be advantageous if, in addition to the JA rep, we brought in some educators and some top business persons from communities who already have JA in place and are real "crusaders" for JA they can help sell other LEAs better than we can.

Walter: How are you to decide whether this meeting is for JA or for Rotary or for NAB of for all of them?

Essie: What does JA spend to cultivate interest in JA within a community? For example, would they put on a lunch/reception for us?

Mike: We spend very little on things like that. We can't have a program in Erie, PA without money and we don't have money until we have a program. It winds up being a "chicken and the egg" kind of thing.

Essie: A gimmick helps get people to meetings. What will JA invest to make this happen?

Allen: In earlier years JA did provide financing for organization of new areas. Funds are not currently available for this purpose any longer.

Allen: The "TEEN ENVIRONMENT STUDY" JA is just completing would make an interesting presentation to any community group. That topic should bring people out.

Walter: It would help State C. Ed Coordinators if JA can say where you are ready to work and where you are not. For example, if you're not yet ready to go into Vermont, JA ought to say so. We can't build up expectations of State Career Ed Coordinators with our MASTER PLAN and then find JA unable to deliver.

Jim C: There are serious misunderstandings among educators about what JA is and how it operates. Some presentations on this could and should be made. National JA could make up a presentation which other JA reps could use in various parts of the country. Each presentation would have to include a unique section that talks about:

- what we're doing in the community now; and
- where we need to expand in this area.

If, at each such meeting, we had an LEA person who now is enjoying a positive relationship with JA and made that person a part of the program, it would help.

Current Status of Project Business in the District of Columbia/Implications for the MASTER PLAN

A. Current Status - Essie

- There are 7 junior high schools involved in PROJECT BUSINESS. They are in different regions all over the city.
- They should be aware of where they are and what JA does. In the DC System, its the Regional Superintendents who could make a difference in getting other junior highs involved in JA.
- There are 70 JA companies in the Greater DC area, but only 2 regular JA programs in the D.C. schools.
- The question is, what should happen to change this? The JA staff goes into a high school and recruits students for the regular JA program.
- There's no mention of JA or PROJECT BUSINESS in our D.C. in-service ed plan.

B. Suggested solutions

Allen: In Fort Wayne, Indiana, nearly every high school teacher hears about JA every year at in-service training sessions.

John C. Depending on the local school system, teachers may get JA training during regular inservice or through special training after school.

Essie: I have no information on training.

Allen: PROJECT BUSINESS is relatively new in D.C. If we're getting the number of classrooms we need for this program, JA probably doesn't play it up very much with other teachers - we don't want to promise what we can't deliver.

Mike: One of the reasons JA may not be well known within the higher echelons in the DC schools is that we don't want to promise unless we can deliver. With PROJECT BUSINESS, there's been so much demand from the schools that we're having trouble meeting the needs now.

Allen: At the present time, because P.B. is still so new we simply are in no position to provide PROJECT BUSINESS to every junior high school that wants it.

John C: In PROJECT BUSINESS, we're concentrating on high quality programs NOT on quantity concerns. The local JA or LEA career ed coordinator needs to develop a plan for the local LEA BUT you shouldn't be very specific in your MASTER PLAN about what is to take place at the State level too much difference from community to community.

Mike: The MASTER PLAN could include the educational process to be used to let LEAs know what JA programs exist BUT local plans should be developed in a unique fashion.

Allen: If, at the SEA level, State Career Ed Coordinators can help us create awareness and understanding about JA, it would be a very helpful first step.

Niel: What kind of support does JA have from organized labor?

Allen: We know of no objections.

John C: There are some perceptual problems. Some in organized labor perceive that we, in JA, are presenting the "business management" viewpoint instead of organized labor's viewpoint.

Allen: We have had consultants bring business ~~reps~~ in from organized labor in PROJECT BUSINESS as resource persons in classrooms. We have a National Business Leadership Conference each year and always have a rep from organized labor speaking there.

John C: In our community, organized labor has contributed some money to JA.

Allen: We have a national organization of JA members called the READERS DIGEST SPEAKERS CORPS. We seek National platforms where these youth can speak to others about JA. We could get one of them to speak to your National meeting of State Career Ed Coordinators or to an NACCEE meeting or other significant occasions. We would be glad to do so.

Mike: We are an organization with a good program. We need other good community organizations to formally adopt JA in their communities. Rotary is a good example of the kind of organization we need, the American Legion is another.

Allen: In Vermont, the American Legion, Rotary or other civic/business organizations could sponsor JA in small rural communities.

IDEA: How to help teachers use JA as a resource for linking with the business community

Mike: State Career Ed Coordinators can provide the platforms where we can get to the teachers. Is it better to reach teachers at State teacher association meetings or in separate school staff meetings?

Niel: The recently created TEACHER CENTERS could be used for this. These are now set up in most urban settings. For example, Baltimore has adapted career ed as one of their top priorities in the TEACHER CENTER operating there.

Essie: If our teachers union can see benefits for teachers coming from working with JA, they will support JA. A meeting with them should emphasize how JA can help teachers.

Essie: Our DC Teacher Center is actively supported by our teachers union. If the union supports and endorses something, it will go. Our teachers union has no policy statement on Career Education to my knowledge but their members have been generally supportive.

Niel: Many teachers are basically conservative and resist bringing in people from the broader community. If we can show them how community people can help the teacher become more successful, they will then want them.

Allen: In Loveland, Colorado, JA has become, in effect, the ECONOMIC EDUCATION CENTER for the school system - the total effort includes operating:

- A Summer Jobs Program
- BUSINESS BASICS (for 5th and 6th graders)
- PROJECT BUSINESS (for junior highs); and
- JA (for senior high)

John C: JA knows the resources in the business community. If teachers need things from the business community, they could request help from JA and JA could "rifle" in on finding such resources.

Allen: JA could do this kind of thing in any community where we have full time staff. Any local JA Executive Director would welcome this kind of teacher request.

Essie: It would be better if JA had resource information in every TEACHER CENTER. This would be a good way of coordinating use of community resources. A DC teacher today would call our TEACHER CENTER not JA if they have a need for a community resource person.

John C: Maybe JA ought to seek to become the resource TEACHER CENTERS would go to if they need information about "economic education".

Mike: There's a serious problem about a general awareness of economic ed programs and materials. Does the viability of the resource center depend on an assumption that teachers will call the resource center? If so, maybe JA ought to put a brochure in each teacher's mail box giving information about JA.

Allen: JA's biggest problem the last two years is the number of kids who don't show up for the first JA meeting - NOT the number who don't sign up.

IDEA: What's in it for the LEA that would lead them to want to work with JA?

Niel: We need to relate JA objectives to career ed objectives. What are the objectives of JA?

Allen: The general objective of JA is to provide a practical and realistic experience in business and economic education to youth.

Mike: We try to avoid more specific definitions in JA because they tend to be limiting. We find we're better off using broad statements.

Niel: I would say that JA provides youth with opportunities to:

- Work with the business community
- Chances to assume and learn different roles in running a business organization
- Hands on experience in business-like operations
- Skills, knowledge, and attitudes related to entrepreneurship
- A chance to develop contacts with prospective employers.

Gil: AGREE. In addition, JA does other things for kids including:

- Providing youth with leadership skills
- Helps youth see the interdependence of various kinds of workers necessary for making a business profitable
- Experience in learning what its like to be a member of a Board of Directors.

IN TERMS OF WHAT IT DOES FOR THE LEA - i.e., not just for youth.

John C: Provides all these benefits to youth at no cost to the school budget.

Niel: Provides a new set of opportunities for youth to acquire skills in the world of work needed for high school graduation-i.e., its an additional new resource for the LEA to use.

Allen: Provides opportunities for interaction between the business community and educators. Business persons who have been in classrooms are more understanding of problems teachers face and so may be more supportive of school bond issues.

Allen: JA can be properly viewed as the "ECONOMIC EDUCATION RESOURCE CENTER" for the LEA - JA would be happy to play that role.

Jack: AGREE. It wouldn't be much trouble. We already have the material.

Allen: If the LEA requested this from JA and resources weren't entirely adequate at JA most JA Executive Directors could go to their local Board of Directors and most likely obtain the additional resources required.

Niel: Provides a way for the LEA to build more positive community relationships - this will definitely appeal to building principals who, because of their leadership role, must be sold if JA is to succeed in a school setting.

Mike: Business and professional foundations of various kinds are already spending 100 times what is really needed to build economic education programs BUT they haven't invested hardly any of these funds in linking these expensive materials with the educational system's career education efforts. THIS IS A MAJOR AND MOST IMPORTANT POINT - MUST BE RECOGNIZED IN THE MASTER PLAN.

On the matter of "academic credit" for JA

Allen: Its important that academic credit be available for JA.

Niel: If you give the credit option, it makes JA an important part of the total educational program. I agree this is important and should be done.

Walt: There's a big selling job to be done with superintendents and Boards of Education if academic credit is to be given for JA

Niel: Not in Maryland. Students can get 9 credits toward graduation for out-of-school experiences.

Essie: The "academic credit" problem for JA can't be resolved until and unless JA:

- specifies the competencies youth are to acquire through JA; and
- how attainment of such competencies are to be measured.

Even after these things are accomplished, there remains the matter of establishing formal procedures for measuring and reporting these competencies. Most Board of Educations have a formal process for these kinds of things.

Allen: In most States where we now have academic credit for JA, the State Board of Ed doesn't seem to care provided the local Board of Education says they want to grant it. Most of our JA States are now giving academic credit.

John M: Most State school codes allow LEAs the flexibility to award academic credit for promising innovative practices BUT many LEA superintendents are hesitant to use this freedom.

Allen: At this time, there are few states where we're having trouble getting academic credit for JA.

Mike: A key to gaining academic credit for JA is endorsement from another Superintendent who is already giving it in his school district.

Allen: If the new youth employment legislation really tries to develop general employability skills in youth, JA could conceivably get involved in it.

Mike: DECA is a good example. DECA Coordinators are employed on the LAE staff. Maybe a JA "Circuit Rider" could be employed by an SEA to go around through rural school districts to encourage participation in JA.

John M: If JA were to get involved in the new youth employment legislation, they would probably have to work through the PIC Council in their area.

Mike: JA doesn't need the Federal money under that Act - we have the business resources.

Allen: If we could find JA "Community Coordinators" through the new youth employment legislation, it would help - our policies do not allow funding federal of state through JA however.

IDEA: *What would be an "ideal" LEA arrangement for JA?*

John C: Lets say we have the whole JA "package" - i.e., all 5 programs. If so, we need a commitment from the LEA to participate actively in all 5 programs. The LEA should say that JA is an added and a valuable opportunity to deliver employability skills in the total career ed effort - i.e., that JA links effectively with career education for all students. THAT MESSAGE NEEDS TO BE CONVEYED TO ALL MEMBERS OF THE INSTRUCTIONAL STAFF AND TO PARENTS/COMMUNITY MEMBERS.

Allen: In Cleveland, we're doing little with the Cleveland Public Schools. The problem is one of getting either students and advisors to come out at night to attend JA meetings - its a physical safety problem. As a result, we've found a way to work with voc ed under arrangements where JA companies are placed in the school during the school day in 2 hour voc ed time slots. In JA, we see a link with voc ed as well as with career ed. The Cleveland example is an experiment this year but could be implemented in other metro areas if successful.

Essie: My interests, as a career educator are in INFUSION and in EXPERIENTIAL LEARNING. I see Project Business as a way of helping me attain my "infusion" objectives. A number of strategies may have to be tried to get it established throughout the entire system. We could picture JA as a means of supplementing the dual career ed goals of "infusion" and "experiential learning". It's much better to use terms such as these than to talk about whether JA should link with "career ed", with "voc ed", or with both.

Gil: It might be best to name a general JA goal and then name more specific ones for various JA programs such as Project Business, regular JA, etc.

Allen: I've already given the list of the programs available through JA to Walter.

Mike: I did some research on other youth organizations recently. Both FBLA and DECA are currently doing well and both are directly tied to the regular school program. Is there a "message" here for JA?

Gil: We have some JA areas where career days are big. Is this something that JA should take on as a role?

Walter: That doesn't do what we need to have done.

Niel: I participated in a career day last week BUT it was a culminating activity to a 4 month career ed effort and aimed specifically at providing kids with a chance to make specific contacts with possible employers.

Allen: One of the things coming up for JA is that, perhaps, we ought to be looking for a different kinds of things for senior in high schools aimed at increasing career decisionmaking skills. What could be done here?

Niel: Internships; shadowing things like those.

John M: It could be a whole range of things.

Niel: Suppose a kid, while in a JA "construction company" was turned on by serving as "treasurer". It would be neat if that kid, with JA help in the senior year, could then find a way to spend some time with an accountant.

Allen: Is there something JA could do for a kid in the general education program who's never before been in JA and is headed for college?

Niel: Allen is talking here about 25-30% of our current high school seniors. The key need is to do something for these kinds of kids in the 9th grade so that, in the future, we won't run into that problem again.

Walter: I could see JA embarking consciously on a real career guidance emphasis for high school seniors. JA could help kids in their senior year increase their knowledge of careers. Perhaps this JA effort could be centered around working as an active "team" with guidance people in the LEAs.

John C: One of the standard things in PROJECT BUSINESS is identifying the variety of occupations seen in the community.

Walter: I don't think you want to walk 30 kids through a plant on a field trip.

John C: Regular JA has potential for reaching only about 15% of high school students. PROJECT BUSINESS, on the other hand, could reach close to 100% of junior high school kids.

John C: We in JA could put on some "CAREERS IN THE 1990's" seminars for educators (but probably not for students).

Walter: Parent involvement in career decisionmaking could be a real challenge for JA to undertake.

John C: Our problem in JA is, for example, a counselor who has 5 kids interested in the jewelry industry. That counselor could contact JA and we could make contacts for those 5 kids to interview people in the jewelry field.

John C: JA could put on seminars for parents on "CAREERS IN THE 1980s".

Essie: One of the things lacking in field trips is building in ways for kids to really see the kinds of training that would be required for the various occupations they see on the field trips.

Allen: This is part of what we routinely do now in Project Business. In addition, in Project Business, we also hold discussions with students - following the field trip concerning high school subjects required if they are thinking about following through on tentative career choices.

Walter: Coming back to the "impossible JA situation in Erie, Pa.", who does JA first contact if they want to come into a new community?

Gil: The first contact is with the business community, not with the school system.

Walter: Isn't there danger that this procedure may lead some educators to think that someone is trying to "lay something on them?"

John M: AGREE WITH WALTER. It puts the Superintendent on the spot.

Walter: I suggest JA consider establishing target sites based on LEAS where 95-207 funds are now being used.

John C: We would have to weigh a great number of factors before deciding whether or not to go into a new community. Certainly, whether or not the LEA in that community is currently receiving 95-207 funds could be one of the many factors we consider, BUT it could be only one.

John M: This puts a responsiblitiy on the State Career Ed Coordinator. Whether or not we have 95-207 funds in a school district isn't the major point. We should still be able to help JA with information about the LEA if JA calls and asks us for such information.

Allen: We in JA wouldn't want to be tied in with the State Career Ed Coordinator if we've got a real red hot prospect in a given community. If we have that prospect, we will simply move ahead to make the sale.

Walter: That could be a mistake. For example, you could go into a community in Vermont and find a major industry willing to go with JA. You could then go with that industry to the LEA and find complete rejection because, for example, the industry you picked has, for years, been a vocal enemy of the public school system.

Essie: If JA goes in a new community and looks for top industry people, they might get some further help if they check bases with the State Career Ed Coordinator. Perhaps the State Career Ed Coordinator could and would provide some help.

Mike: If I were a State Career Ed Coordinator, I'd like to know what's going on. JA should contact State Career Ed Coordinators in each State they go in to.

Allen: It would make sense for JA to let the State Career Ed Coordinator know the areas they are going into.

Mike: We need a dialogue.

John C: Before JA makes a decision to go into a community, we need the contacts with the State Career Ed Coordinator. This ought to be regarded as one step in the total JA decisionmaking process.

Allen: Our initial contact is with business BUT, before trying to get a commitment, we would make contact with the school system.

Allen: We recently made a presentation on JA to NASSP. They were very receptive.

John M: At the same time JA is investigating the business/industry community, you ought to be making contacts with the school system.

Walter: I think, if JA wants to get into Erie, PA, they ought to start by contacting the State Career Ed Coordinator or the Consultant in Business in the SEA or the State Superintendent BUT, at least someone in the SEA.

Mike: You tell us. If you were an LEA Superintendent, who would you be most influenced by if you were contacted by someone from the SEA?

John C: Would an LEA Superintendent return a phone call from a State Career Ed Coordinator?

Mike: We recommend our JA rep contact a leading industrialist in the community and another business person from a town that already has JA. THEN, if successful, try to set up a meeting with the Superintendent of Schools in the new town. How would you react to that?

Mike: JA ought to put State Career Ed Coordinators on the JA mailing list to know about our long range plans.

Mike: There are 2 key words:

- Communication; and
- Continuity.

That's what is needed in relationships between State Career Ed Coordinators and JA.

Allen: Are there other groups in addition to career ed that JA should check with before moving into a State?

Walter: No. The State Career Ed Coordinator has a responsibility for helping JA link up with other appropriate groups.

John M: AGREE WITH WALTER. Most State Career Ed Coordinators have better "linking contacts" than any other person in the SEA.

Essie: AGREE. I could direct JA to any person they should be in contact with.

IDEA: What would JA like to see at the LEA level?

Mike: Does FBLA do more than act as a "club"? If we have a career ed coordinator at the LEA level, JA should know about it.

John C: JA is one of the "blocks" in the LEAs career ed emphasis.

Mike: There are a number of service clubs that have a JA activity like, for example, Rotary. The trouble is, when no one is responsible in the LEA, little happens.

JA can be embarrassed if a program goes on and they don't know about it. The same thing can be used for the LEA career ed coordinator.

Allen: Ultimately, I'd like to see ALL 5 of the JA programs in every community. Thus, there has to be close communication between JA and the Career Ed Coordinator in every State.

Walter: The problem is, in States like Vermont, we have no fulltime JA operations. There ought to be at least one JA example in every State. That would help get JA expanded.

Allen: We do not, as of now, have fulltime JA operations in:

- Vermont
- New Hampshire
- New Mexico
- Wyoming
- North Dakota; or
- Nevada

We can break this down by State. I'll send it to Walter.

Gil: Could the State Career Ed Coordinator get us on the agenda for teacher inservice at the LEA level?

John M: This would be hard to do with ALL LEAs in the State, BUT we could certainly do this for our 95-207 LEAs in each State.

Allen: Could JA get a list of all LEAs in the Nation currently receiving 95-207 funds?

Walter: Yes, BUT that wouldn't give JA a full and complete picture. For example, only 10 LEAs in Vermont are currently getting 95-207 funds, but many others are also benefiting from 95-207 through attending conferences where topics such as JA are discussed.

We could ask each State Career Ed Coordinator to provide a specific list of LEAs receiving 95-207 funds. If this is done, it should be a joint undertaking of the 50 State Career Ed Coordinators - NOT an official list to be compiled in USOE (where it would automatically become a part of the "public domain").

John C: We haven't really decided the appropriate linkage between JA and the State Career Ed Coordinators. JA may make presentations at the Regional Conferences for State Career Ed Coordinators BUT contact should be made with each State Career Ed Coordinator by someone from the JA Regional Office.

Gil: How about having State Career Ed Coordinators be requested to appear at the National JA Conference?

Allen: We have our agenda already set for this year. It could be more realistically accomplished at our Regional Conferences in November and December.

John C: There are other types of communication possible. The State Career Ed Coordinator could get together with a key JA person in every State.

What would happen in a State like Maryland - Where there are key JA persons for more than one part of the State?

Answer: All such "key" JA persons should attend the meeting.

John C: A good first step would be representation of JA at the next State Career Ed Conference held in each State.

Walter: Remember, we're talking about "MASTER PLANS" for 15 different National organizations. Can we bring all of them in? If not, how do we know who to eliminate? Maybe some organizations will have to be "highlighted" one year and others the next year.

Essie: If JA makes a presentation at a State career ed conference, that presentation ought to try to say what JA can do toward making career ed as a community effort more successful. I am now more inclined to work with JA because I can see it could help me do what I need to do anyway and it might make it possible for it to be done both better and faster. I can now see JA fitting in with both my "infusion" strategies and my "experiential learning" strategies. NOTE: THIS IS A SUPER IMPORTANT STATEMENT - PAY ATTENTION!

Mike: We've used the phrase "economic and career education". How should JA be pictured with respect to career ed?

Mike: We, in JA, very much support many of the "employability skills" being championed by career ed including "skills in making productive use of leisure time through unpaid work".

IDEA: How to involve JA in Community Career Ed Advisory Councils

Walter: We don't have many of these in Vermont. Our Governor has put a halt to further proliferation of "advisory councils".

John M: We've urged our LEAs to get some kind of Council for career ed even if it means using one that is already in existence for other purposes.

John C: In many cases, JA is asked to participate in conferences put on by organizations like the Chamber of Commerce, NAB, etc. BUT we're not typically asked to serve on formal "Councils".

Other things

John: We need to reenforce the desirability of linking career ed, JA, and the American Legion. The strength of the Legion is in Rural America. It's in Rural America where JA is weakest.

Allen: We in JA wouldn't want to link just with the Legion for example, we also need to link with community groups like Rotary.

Miniconference #151

NATIONAL MANPOWER INSTITUTE AND CAREER EDUCATION

February 26-27, 1980

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Ideas Raised by Participants:

1. How to translate the goals of collaboration into practice.

2. How to keep the pressure on, in a continuing effort, to change the school system.

3. How to convince the Feds that local control is to occur.

4. How to get communities over distrust of Federal funding.

5. How to operate a community effort with no Work/Ed Council (WEC) in existence.

6. What is a "community" - i.e., the area to be covered?

7. How to get the 95-207 funds into the total work/education effort.

8. How to help educators get over a fear that business is trying to take over the school system.

9. How to tell an Intermediate Unit Career Ed Advisory Council from one of the WECs in the State.

10. How to enhance collaboration among Intermediate Units in the State.

11. How to increase communication beteeen career ed advisory groups with CETA State linkage money being used to establish WECs.

12. How does a WEC handle requests from an increasing variety of community groups?

13. How does a WEC influence an LEA effort to infuse career ed into the curriculum?

14. How to keep career ed going in LEAs where funds for school districts are being cut.

15. How to get long term financing for WECs - i.e., beyond CETA.

16. How to break out of the concept that "career ed" efforts extend beyond youth and also include members of the broader community.

17. How to influence the new legialation so that WECs are not either:
    - appointed by the Bd. of Ed.; or
    - a combination of the LEA/CETA Prime Sponsor/PIC.

18. How to make the WEC truly community based and autonomous bodies - not responsible to any single community element (such as Bd. of Ed.)

19. How to promote the use of community resources in funding career ed - i.e., not depending on 95-207 funds.

20. How to sell school administrators and school boards on career ed as a community collaborative effort.

21. How to deal with the growing private school problem in implementing career ed.

22. How to do a community collaborative effort without the school system giving away its responsibilities to the community.

23. How to work with an LEA, as a WEC and still abide by the LEAs rules and regulations.

24. How to overcome time & approval procedures of the LEA that discourage community volunteers from participating in the LEAs' community collaborative effort.

25. How to handle the increasing demands for services that are now coming to the WECs.

26. How to work with PIC Councils.

27. How to learn from mistakes others have made regarding "turf" problems in collaboration.

"Snapshot" Pictures of Participants

Bob Sakakeeny - Worcester, Mass.

- His WEC started in 1974 - business took the lead in doing so.
- Worcester has 175,000 persons - plus suburbs.
- WEC Board of Directors includes reps from such community segments as:
  - School officials
  - Business persons
  - CETA; etc.
- This WEC is very concerned with process issues.

Barbara Moore - Indiana

- Indiana has $350,000 95-207 funds.
- Have funded 24 LEAs out of 340 in the State for career ed/career guidance projects.

John Brennan -'Project ABLE - New York City

- WEC is now funded by the Economic Development Council. From 1977-3/80 was funded by N.M.I.
- John spent 25 years working for GM.
- This WEC operates as a forum to bring people together to exchange ideas.
- Our WEC is a growing group of voluntary members-community, government, business labor and education.
- N.A.B., E.D.C., OPEN DOORS, EPIC are members of ABLE.

Laura Kiscaden - Minnesota

- Minnesota has 9 Intermediate Units serving our 439 LEAs.
- 95-207 funds are going to these 9 Intermediate Units.
- 8 of these 9 I.U.s have career ed advisory groups.
- There are some separate WECs in the State.

Belinda Edwards

- WEC is in its 3rd year - started as a NAB Council.
- Prop 13 cut back LEA funding for career ed - our WEC has tried to help secure the career ed technician positions in our LEA.
- Prop 13 has forced community collaboration - because the total "pot" of available money is less.

Bob Weishan - Michigan

- 536 LEAs - 394 of whom have fewer than 5,000 students.
- State funding for career ed - (for inservice ed only) has been $777,000 annually since 1977 - $5.10 per teacher per year.
- With $777,000 95-207 funds, we fund our 536 LEAs and 53 Career Ed Planning Districts (CEPEDs).
- Each CEPED has a Community Career Ed Council.
- Michigan had 6 WECs funded by NMI who have worked with our CEPEDs. With the 1% CETA linkage funds, Michigan has now funded an additional 32 WECs.
- The WECs are action Councils whereas CEPED Career Ed Advisory Councils tend to be advisory Councils.

Shirley Robock - NMI

- NMI will, until March 15, continue to fund 27 WECs.
- Basic difference between a WEC and a Career Ed Council is that WECs are not just "advisory councils" and are not beholding to ANY group in the community. A career ed council could well be a subcommittee of the WEC.
- While some WECs are operating programs, that's not their basic function.
- WECs have been sponsored by many kinds of community groups.

Wilbur Rawson - Kansas

- 305 LEAs - 84 have 95-207 funds - $177,000 in all.
- Grants range from $650 to $23,000 under 95-207.
- LEAs received their grants based on a short written statement plus an interview with a 5 person board (with 3 educators on the Board).
- We insisted each LEA with 95-207 funds have a Career Ed Council.
- Career ed, in our SEA, is in the Division of Improvement & Developemnt.

Frankie Arrington - Oakland

- Our WEC is sponsored by a local community college district and the NEW OAKLAND COMMITTEE (a consortium of business/minority groups).
- Our WEC was originally funded by NMI - original idea was to do collaboration - especially with school systems.
- Our WEC started as a policy group - has been forced to move toward operating programs (for financial survival reasons - nobody pays you to make "policy").
- Our WEC is currently working under an LEA/PS Agreement to provide career ed to 14-15 year olds in the Oakland public schools.
- Our school district is now depending on community groups to provide some of the career ed services.

Kathy Conway - Nebraska

- 1100 LEAs - 18 of the 22 who applied were funded.
- We have 10 LEAs using 95-207 funds to develop comprehensive planning grants - each of which is encouraged to include "collaboration".
- In Nebraska, each LEA decides whether or not to have career ed.

IDEA: How to translate the goals of collaboration into practice

Bob S: A basic belief I have about the education system is that LEAs feel they're being made to be responsible for all of society's problems - schools have been asked to deal with almost EVERYTHING. On the other side, we have a very complex, rapidly changing community. To complicate matters further, school budgets, at the present time, are being in effect cut. Among the problems to be faced are:

- CETA programs starting up;
- Parents suing the schools;
- Women returning to the work force, etc.

People are finally saying, HOW DO WE GET TOGETHER TO SOLVE THESE PROBLEMS? The magic word we use is "collaboration" but it doesn't work the way the theory says it will. This is a major, practical issue. The solutions become fuzzy so long as you live in a democracy imagine how much easier it would be to solve these problems in a dictatorship!

Bob W: You start out with an assumption that no one wants to collavorate. To make collaboration work, one of 3 possible conditions must be established:

- make it impossible to do something unless we work together
- make it desirable to collaborate; or
- help people recognize that they have common needs/goals and should share in seeking solutions.

I must admit I've never seen the "common needs" approach work.

Bob S: In our community, people have admitted a common problem exists BUT they still haven't agreed on a common solution.

John: You can't force collaboration. There must be a willingness. Last week, we had a proposal to build a fashion industry emphasis into academic high schools - the PIC Council is going to put $200,000 into jobs for students from that program - now we're going to Coop Ed for work experience arrangements for those students. ALL OF THAT PUT TOGETHER IS THE KIND OF THING THAT SPELLS "COLLABORATION".

Shirley: Many WECs form small task forces to work on specific, finite problems. For example, one undertook to do teacher awareness of business/industry and has been very successful. IF you are willing to start small, you have a chance to make collaboration work.

Frankie: The solution is the problem - i.e., the need for and agreement to "collaborate" is there BUT, when we come down to HOW to do it, we run into problems. The way the business community solves problems and the ways LEAs solve problems are different. For example, one LEA agreed teachers needed inservice education in career ed and released teachers for this - BUT, when business/industry persons went back to the LEAs later, they couldn't find the results of this effort by observing classroom practices. That turned the business community off - i.e., to the business community, the schools still appeared to be disorganized. That is, the business person who is asked to come to a classroom as a resource person - after the teacher has received this inservice ed - expects that students will have been given some preparation for his/her visit. When they don't see this has happened, they become disappointed about the value of the teacher inservice ed that they helped make possible.

Bob W: How willing is the WEC to look for alternative ways to get a solution? i.e., if one thing doesn't work, try something else. The point is, DON'T GIVE UP!

Frankie: If we could take the WEC Board or the School Board off for a weekend to work together 3-4 times per year, we could solve all these problems, but we can't. The problem is, "collaboration" isn't the Number 1 job of ANY of these community partners.

Bob W: Maybe we ought to identify the gut level problems in collaboration. In Alma, Michigan, rural people wanted their kids to have multiple job opportunities BUT they didn't want to create an urban community. Only when that was recognized did they begin to make some progress.

Belinda: I can see WEC Council member commitment when the top corporate guys (who typically are on WEC Boards) either work on a request, assign someone to work on a request, or write a letter supporting that request.

Frankie: DISAGREE. It doesn't work. The top guys will write the letter BUT that doesn't mean they have a commitment.

Belinda: We have some WEC members who are retired persons. They are now spending a lot of time with us. I consider it a sign of "commitment" if a given WEC member regularly shows up for our monthly Council meeting which begins at 7:00 a.m. Councils members have been doing this for over 3 years. That is surely a sign of commitment.

Bob S: I can see some progress when I think we've gone from 6 business/industries involved to 500 - BUT that has taken a lot of time.

Belinda: Council members have been instrumental in getting business people to participate in career activities either initiated by the Council or the school. For instance, the Council was instrumental in getting over 300 business people to donate time to see students on a one-to-one basis in their place of business. These business volunteers gave time to provide high school students with updated career info. They were also instrumental in getting business organizations to support these projects, especially the Private Sector Involvement Project, which I just mentioned (i.e., one-to-one Career Counseling by business-volunteers in their work environment).

John: I now have a representative from NAIEC who will begin working with me.

Frankie: As a WEC Director, its hard to find the time to evaluate the solutions we have found. The frustrating part is:

- the number of issues to be addressed; and
- moving each issue from one phase to another.

For example, we had one sub-group aim to get career ed infused into classrooms. When our business resource persons thought that was done, they wanted to move on to something else - not realizing this must be a continuing effort.

We have to recognize that, in career ed collaboration, the tasks must go on a sustaining basis - i.e., you don't "finish" something like "teacher inservice ed"!

Bob S: AGREE. The business community wants to see something happen TODAY and then be able to walk away from it. Community collaboration isn't like that. Business persons don't dispute the fact that "public relations", for example, is a continuing thing, but they've had trouble seeing "collaboration" as a continuing thing.

Belinda: That's why its important for Councils to work on both long and short range goals. In order to give Council members a feeling of accomplishment, while still working on the long range goal of collaboration.

John: When I go into the Board of Education, I go with a general attitude that we are going to have collaboration since we have the same goal. The educational decisionmakers can either join the team or we look for alternative ways to implement good programs.

Frankie: The NEW OAKLAND COMMITTEE recently got a number of big businesses to each put up "x" number of jobs for disadvantaged youth. The program has bogged down in the education system - i.e., the ed system doesn't want to recruit/identify these youth and do the necessary pre-job development training. To further complicate things, our local community college who was also participating asked that each student be paid a stipend while in school as well as wages on the job. The LEA didn't want a stipend SO, with those kinds of arguments, nothing is happening. The jobs are still sitting there unfilled.

Kathy: The internal collaboration question within Education really bothers me. Even within our own SEA, we haven't fully utilized collaboration.

IDEA: How to increase communication between Career Ed Advisory Groups with CETA State linkage money being used to establish Work/Ed Councils

Laura: I'm not just talking about WECs. I want to talk about increasing communications with CETA. We just had a Governor's Conference on CETA/Education it was very well attended. I have 9 regional consortiums in Minnesota - we are encouraging all of them to work with CETA but only 1 of the 9 is currently doing so. Our 9 Intermediate Unit planning regions pretty well correspond to CETA Prime Sponsor areas. The mechanism is there,the action is not.

Shirley: At the State level, there are good procedures for linking CETA and the SEA.

John: People providing the funding at the Federal, State and local level don't talk to each other. The problem starts at the Federal level.

Bob S: All that's needed is communication - i.e., getting people to talk to each other. Each group has its own "language". What's needed is a third party who can speak both languages - a WEC could be such a 3rd party.

Wilbur: We had a CETA "type" down from Minnesota for one of our Kansas meetings who did a fine job- why doesn't it work better back in Minnesota?

Laura: We do have a beautiful CETA/Ed linkage unit that is working on this. It just isn't all solved yet. It's working very well in many places in Minnesota. Remember, I'm talking about nine "LEAs" out of hundreds.

John: In New York City, the New York State DOL didn't even know that 22 WECs exist in New York State (even though most of them are I-E-L Councils).

Shirley: The DOL, in its State component, asked NMI to administer a State level program where we asked States to submit proposals to us and we were able to fund 5 of these.

Bob W: What is it that a WEC has that makes it attractive for an LEA Career Ed Coordinator? Why shouldn't, for example, the LEA career ed guy "collaborate" with a PIC? Why should the WEC be the group we should collaborate with?

Shirley: The WEC has a balanced representation from the whole community - it gives the best representative mix.

Bob S: The WEC can be very helpful in handling the funding guidelines for the wide variety of kinds of organizations that need to be involved.

Frankie: The WEC is set up to work with the total community not just any single segment. If any one segment - say CETA - were to disappear, our WEC would still exist. You couldn't put a price tag on the kinds of services the WEC provides in community collaboration.

Bob W: Are you saying you can muster more community volunteer help than any other group the LEA career ed coordinator could find?

Frankie: Yes.

Shirley: Many of the WECs now exist on local support and almost all of them will after March 15.

Bob W: But, why have a WEC? SELL ME!

Barbara: How do WECs respond to the ABT survey that said WECs are ineffective?

Shirley: ABT didn't say WECs are "ineffective" only that some of what they do can't be measured.

John: Our WEC (ABLE) now gets lots of calls to help youth in after school efforts. We're now trying to get just one key contact person for each of our 300 NYC corporations working with us. If we in the WEC weren't doing these things, the situation in NYC for the LEAs would be much worse.

Shirley: One of the advantages of belonging to the National WEC network is that each WEC can and does learn from the others.

Bob W: What services should LEAs try to "buy" from WECs?

John: There are lots of M.D.s who don't have the skills required to run a hospital - and lots of educators who don't have the skills to talk to business persons - WECs can do that.

Bob S: We have 1,500 business organizations listed with our WEC - plus 224 community organizations working with youth - plus other resources - a total of about 10,000 community resources in all. Why should the 1,800 educators in our area each try to make these kinds of contacts on their own? The WEC can - should - act as a "BROKER".

Bob S: We found three CBOs, each of which was about to translate the same materials into Spanish. When we called it to the attention of all 3 groups, they were able to do it much more efficiently - i.e., we can help coordinate as well as broker.

Bob W: How can a WEC help a State Career Ed Coordinator work with private schools?

John: Private schools need to be made aware of things like after school occupational exploration opportunities - the WEC can do this - and the public schools haven't done it - in spite of 95-207 provisions that call for them to do so.

Bob W. If I, as a State Career Ed Coordinator, offered money to an WEC to work with private schools in career ed, what would the WEC do?

Frankie: The parochial schools in one of our super-poverty areas got funded for of CETA programs.

Bob S: Our parochial schools wanted to do massive inservice ed in career ed for their teachers. They asked our WEC to do this inservice training. Of a total of the 20 hours of such training we arranged, we (the WEC) provided 1 - and then called in other kinds of community organizations to do the rest

John: In New York City, OPEN DOORS operates a speakers' bureau. They go to parochial schools as well as public schools. OPEN DOORS is a part of ABLE.

Bob W: How am I going to convince a State Career Ed Coordinator who doesn't have a WEC in his/her State to get one or more?
John: Why call them "WECs", perhaps they presently exist under another name?

Barbara: There is a difference between a "Career Ed Advisory Council" and a "Work/Education Council". The LEA must have the Career Ed Advisory Council - how are we to talk them into also going with a WEC?

Bob S: We would suggest the WEC approach "is one good way of broadening the membership of the" Career Ed Advisory Council.

Shirley: You should make the WEC something not appointed by the Board of Education.

Bob S: We have 35 members on our WEC - if the Superintendent wants to appoint, say, 6 of them to serve as the "Career Ed Advisory Council", this would be O.K. This is a good way to go - assuming the WEC existed prior to the time the Career Ed Advisory Council is to be created. On the other hand, if the situation is reversed and the Career Ed Advisory Council existed before one thought about creating a WEC, it would be a matter of expanding the membership of the existing Council.

Belinda: If you're a "career ed advisory council", you MUST be accountable to the Board of Education BUT, if you're a WEC, you're autonomous. The WEC can act as a community voice to support the need for career ed in the LEA. In effect, it means that the "career ed advisory council" is an inside group - and the WEC is an outside group - both of whom can encourage the Board of Education to provide change in different ways. The WEC is sometimes more effective because it has more "business types" as members.

Bob S: If an LEA Community Career Ed Advisory Council wanted to work with out-of-school youth, college students, adults, etc - could they do so (as WECs now do)?

Wilbur: In Kansas, we have no WECs - or, for that matter, many "career ed advisory councils". Instead, we tend to have COMMUNITY EDUCATIONAL ADVISORY COUNCILS that concern themselves with all kinds of educational problems - of which "career ed" is but one.

John: The WEC is NOT a pressure group. They get together to improve the quality of education - including basic academic skills. I'm convinced that every LEA does want to improve. People on the WEC can help this come about. We have good relationships with our LEA now BUT, if they shut the door on us someday, we obviously wouldn't. IF that were to happen, ABLE wouldn't disappear because the LEA is only one of the many clienteles we work with in the total community.

Shirley: The WEC is established to serve adults as well as youth - we're not at all limited to the K-12 LEA level.

Idea: How does a WEC influence an LEA effort to infuse career ed into the curriculum?

Belinda: (a) hold workshops for teachers to tell them what career ed is and why it's important; (b) hold workshops where business/industry types tell educators why career ed is important; (c) hold workshops where teachers can write infusion lessons. The WEC in Santa Barbara has done these kinds of things. We have seen an improvement in the effort to infuse career ed into the classroom but the task of infusion into the curriculum is still before us.

Shirley: WECs have, in serveral communities, conducted inservice for teachers in career ed that includes helping teachers plan infusion activities. The WEC used its coordinating mechanism to: (a) arrange for teacher field trips: and (b) arrange graduate credit for teachers.

Wilbur: If WECs can do that, we need WECs all over Kansas.

Barbara: We have these kinds of things going on in Indiana without WECs - and it is working NOW. In Indiana, it's done through different sources including (1) NAB Career Guidance Institutes; and (2) Voc Ed grants (using funds from their Guidance Unit) to New Educational Directions.

Bob S: How do you know that "infusion" works? That's the question business types ask WECs.

Frankie: In ours, teachers were supposed to write a new curriculum plan for infusion - BUT we haven't seen that new plan yet and so can't offer it as "evidence" that infusion works.

John: I don't see how "infusion" can ever be evaluated.

Barbara: If nothing else, you can show a tremendous increase in career awareness on the part of both teachers and pupils.

Bob W: What we do in Michigan is look for differences in teacher behavior and pupil behavior in the classroom. You ought to be able to see teachers who are (1) increasing the number of times they talk about career implications of subject matter; (2) helping pupils do more "activity things" related to careers; and (3) increasing their involvement with the broader community.

Bob S: Lots of educators have seen an article that said "WECs don't work" - and they believed it! Conversely, lots of WEC "types" have gone into classrooms to see "infusion" - and couldn't find it. Couldn't we, at least, exchange visits so that we can get mutual confirmation of our worth?

Shirley: The WEC provides the "brokering" mechanism to get the business/industry community involved with the schools. We know other places where it has worked - and can bring persons from such places into a new community to help turn key people in the new community on to the general idea of "collaboration".

Bob W: I'd like to have a WEC set up teams from business/industry to come into the schools where we have implemented career ed - and see for themselves how it works.

John: If I went into a classroom, I, as a business person, wouldn't know what to look for.

Bob W: DISAGREE. Business "types" ought to be able to see things that will let them make valid judgments about the presence and effectiveness of career education.

How important do WECs think LEA efforts to "infuse" career ed are?

Bob S: WECs think it's very important IF you can show WECs that "infusion" has really taken place.

John: OPEN DOORS has had teachers go out, on their own time (after school and on weekends) to learn about the world of work. That's evidence enough for me that these teachers are concerned about making "infusion" work in their classrooms.

Frankie: To see if "infusion" is working in our LEA, I'm looking to see if the Board of Ed has a policy to support career ed "infusion" in the classroom - that's one way of determining how important the LEA believes it to be.

Frankie: "Infusion" of career ed into classrooms is one of the TOP PRIORITIES of our WEC.

Belinda: The TOP PRIORITY of our WEC is "career education". We've now come up with a number of different delivery systems. for career ed in our area the Board of Education adopted a Comprehensive Career Education Plan that was worked on by the Council Teachers Association, business, and other educational and community organizations. This plan was to provide a comprehensive nechanism for delivering career ed. Because of the Council and community effort the plan was adopted. Which shows a committment by the Board or a willingness on the Boards part to respect efforts of a collaborative measure.

John: My TOP PRIORITY was getting 1,800 kids into coop ed. Another TOP PRIORITY is getting jobs for kids after school. Still another TOP PRIORITY is getting teachers exposed to the world of work. If you want to say all these things put together spell "career ed", then you could say "career ed" is my top priority too.

Wilbur: We have Superintendents in Kansas now asking us to find teachers with a career ed orientation. That's the kind of teacher many are looking for today.

Bob S: Career ed is not, realistically, a high priority for our WEC. That is, if it costs us, say, $40,000 per day to do teacher inservice on "infusion methods", we simply can't afford it.

Shirley: "Infusion" IS an important priority for most WECs.

Bob S: DISAGREE.

Shirley: If "infusion" isn't a priority as a program, it certainly is a priority as a concept. As an "end product" of career ed, WECs are very interested in having "infusion" take place.

John: With 45,000 kids dropping out of the New York City public schools each year, we know we've got to change teacher attitudes. That is certainly a priority.

[1] ABLE's priorties are to bring together in one voluntary organization those private and public organizations concerned with the quality of education in the N.Y.C. school system. Award jobs for industralized youth - expose teachers to world of work - amist our youth to become productive adults (consumers, taxpayers, parents, good citizens). If you want to say all these things put together spell "career ed", then you can say "career ed" is ABLE's TOP PRIORITY.

Idea: How to sell school administrators and school board members on career ed as a community effort

Wilbur: School Boards and Superintendents make decisions. The NSBA connection was a good thing for OCE to do. If school boards place a high priority on "collaboration", it will happen.

Bob S: We had an OCE demonstration project 3 years ago. We wrote into the proposal that we would have three educators (1 ele, 1 jr. hi, 1 sr. hi) plus top administrators from Education - plus at least 6 community persons take training in how to make career ed a true community collaborative effort. The 3 Superintendents involved each appointed a Career Ed Coordinator and had a K-12 plan for career ed by the end of that contract. -WITH THEIR OWN FUNDS. In those 3 LEAs, career ed is still going fine - even though they have NEVER had any Federal/State money to support it. Their individual career ed advisory councils ARE appointed by and report to their respective Boards of Education - BUT each also works with our WEC. The LEA career ed advisory councils are advisory while the WEC is active.

Wilbur: To whom is the WEC responsible for its authority and funding?

Bob S: We have a Board of Governors representing various segments of the community (including the Education system). These segments also include such things as: (1) 11 industries representing 11 occupational clusters; (2) CETA; (3) organized labor; (4) local Government, etc. We have a pool of money from private sources, foundations, etc. The way lots of WECs keep going is through specific contracts they get. NOBODY SEEMS ANXIOUS TO GIVE THEM MONEY JUST TO MEET - THEY EXPECT THEM TO DO THINGS - AND THAT'S WHAT MANY GET PAID FOR.

John: We make our WEC thoughts and recommendations known to the Board of Education, BUT we try not to get involved in the internal affairs of the LEA. Our big thing is trying to change attitudes/educators/business people/C.B.O.s and Government personnel have of each other.

Wilbur: Our LEA Career Ed Coordinators take their requests to their local School Boards for consideration.

Frankie: The WEC's role would be to appear before the Board of Education and support the requests being made by the LEA Career Ed Coordinator.

Frankie: The WEC is responsible to itself.

John: DISAGREE. I'm directly responsible to the organization that pays my salary - the Economic Development Council. However E.D.C. knows it is necessary to work with the constituency of the WEC.

Wilbur: Would a WEC get into political action aimed at influencing, for example, the election of school board members?

John: The WEC possibly could support certain school board candidates and oppose others, BUT realistically it would be hard to get a consensus from the WEC for any single candidate - since WEC members themselves represent such wide and diverse segments of the total community.

Frankie: We have two alternative high schools - one is the EBCE school of the Far West Laboratory.

Wilbur: Alternative schools serve a purpose but may cost 3 times as much as per pupil as public schools.

John: The WEC people I work with are interested in improving the quality of education in the public schools. That's what gives us a common ground for having meetings.

Wilbur: Why couldn't LEAs in an area where lots of kids are entering a major employment area have one WEC to handle relationships with the major employers in the geographic area?

Bob S: No. Part of the WEC's job is to also identify jobs in the suburbs where many of the youth live.

Bob S: How could a career ed council appointed by the Board of Education be effective in getting change in Education?

Wilbur: Our school-community councils in Kansas sometimes act politically to help get new school board members elected.

Barbara: It wouldn't be difficult - depends on who is on the Council. I don't know if our LEA Career Ed Councils are doing "political" things or not. Our State Career Ed Advisory Council doesn't hesitate to disagree with our SEA.

Laura: I think an Advisory Council needs to start with the Superintendent, or wherever the power base is perceived to be, in addition to the Board of Education. A career ed council appointed by the Board of Education could be very effective if supported by Superintendents and Principals.

Bob W: An autonomous WEC does let the Council be more independent. The Board of Education is political by nature. If they appoint the LEA Career Ed Council is appointed by the Superintendent of Schools, it would be tough for them to make change. A Board of Education who appoints an LEA Career Ed Council can't push that Council around simply because the Board appointed them.

The question is, where do LEA Career Ed Council members get their power? The answer is - from the organizations they represent. That is, if one member is President of the biggest industry in town - and another is head of the local AFL/CIO, that Council will be powerful. They can go back to their own constituents anytime they want to - and find all the power (i.e., support) they need.

The other side of the coin I'm interested in is this. The WEC is dependent on various community constituencies for support. How far could a WEC go in combatting, say, the local Chamber of Commerce? The fear many educators have is that WECs are interested in getting "business's viewpoint" into the schools.

John: Right now we have small conflicts between WEC members. Our interest in ABLE is to create an organization capable of and interested in working with ALL community organizations - not JUST the Economic Development Council (who pay my salary).

Kathy: I have some observations to make: (1) the Superintendent - or whoever appoints LEA Career Ed Council members - doesn't just "draw names out of a hat" - i.e., they seek people who do have a power base in the community; (2) it isn't bad that Council members know Board of Education members; (3) we may be assuming more "political fighting" than, in practice, will actually occur.

Kathy: Do WECs find themselves working with LEA Career Ed Advisory Councils in a compatible way - or is there duplication of services?

Frankie: We don't have an LEA Career Ed Advisory Council anymore. Instead, we have a group of educators within the LEA who are interested in working with us to get career ed into the schools - we call them our "anchor persons". We meet with them monthly to settle "turf" provide them with resources, and to provide them with political "clout". Our primary work is mostly out in the community - to get the community aware of what's going on in the schools, to gain ideas from community members, and then to try to accomplish change in the education system.

Belinda: We don't have an LEA Career Ed Advisory Council either. As a result, our WEC works with teacher associations and other groups within the education system. Our WEC has a broader perspective than any single LEA Career Ed Council could have becaouse we work with more than one LEA - and are thus able to share experiences and successes with them. If there was a local Career Ed Advisory Council, we would work with them too. There wouldn't be any competition. My salary, technically, is paid by the LEA but through a DOL grant. The Chairperson of our WEC is a business "type" - I work with him BUT I don't have to report to the LEA on WEC business.

Frankie: My salary is supported by our local community college district. The Community College District has given up a lot of their power to the WEC. I get my pay check from the Community College District, BUT I'm really responsible to the WEC.

Wilbur: Perhaps, in many States, the community college system might be the way to go in establishing WECs in the State.

Barbara: Does it bother your Community College District, Frankie, when you work with high schools?

Frankie: No. We serve the whole community in our Career Center - there is no requirement that one needs to be enrolled in the community college in order to get help.

Belindia: To whom are the State Career Ed Coordinators accountable?

Bob S: We haven't really defined a "WEC" yet - should do so.

John: There's not duplication of services between our WEC (ABLE) and any LEA Career Ed Council. ABLE works with a wide variety of kinds of advisory groups throughout the community very closely. Our mission is to make things work for positive change in the education system. If a particular advisory group can help do this, then we want to work with them.

Bob S: There is no duplication between our WEC and our LEA Career Ed Advisory Councils 90% of the time. Where such LEA Councils exist, we supply them with information. They help us also - for example, we worked with one LEA in getting some 95-207 funds.

Frankie: Do State Career Ed Coordinators work with various kinds of community groups at the State level?

Bob W: Yes. We work with many of them.

Bob S: Let's talk about the nature and operation of a Work Education Council. First, WECs come from different starting points - i.e., some were started by a Chamber of Commerce, some by NAB, some by LEAs, some by community colleges, etc. Second, there exists a wide variety of ways in which various WECs are funded. Third, each WEC is autonomous. THEREFORE, there's no way of developing or defining, in a very neat and precise manner, exactly what a WEC is.

What's the difference between a WEC and an LEA Career Ed Advisory Council?

BOB S. ANSWERS FOLLOW:

There is the risk of duplication - just as the WEC runs the risk of duplication with PICS, with other community agencies, with higher ed consortiums, etc. - each can - and does - sometimes say to the WEC "You're doing some of what we think we should be doing".

The WEC is charged with looking at the education/work/employment system to see what each component can and should do to make things better for persons - both youth and adults - in this community. It's the total system - NOT just the school system - that the WEC must be concerned with.

It is incredibly difficult to operate a WEC. It's a long term process. After 5 years of operation, our Board of Directors now understands why we must be a sustaining, and a continuing organization.

Wilbur: Does the WEC movement have, as one of its goals, that more people than K-12 youth are to be served? There's no group who can survive without being institutionalized someplace. I think the school system must take responsibility for a greater segment of the total population in the community - we can't limit ourselves to only K-12 Youth.

Bob S: Education must become a community responsibility.

Bob W: We in public education shouldn't feel threatened by diversity. It isn't a condemnation of the public schools to see some trying to break our "monopoly". WECs can help both in getting (a) supplemental assistance to LEAs and (b) alternative education opportunities to persons in the broader community.

Kathy: Are educator "types" on WECs more reluctant than other kinds of WEC members to get involved in controversial issues regarding Education?

John: No. They are some of the most active.

Belinda: AGREE WITH JOHN. Our educators are the most active in providing the Council with issues to address regarding the Career ed.

Often times the Board will react swifter to an issue presented by a Business person regarding Career Ed than by an educator. As a result educational leaders see the advance to collaborating with business and other segments of the community on ed issues.

Bob S. Are WECs threatening to PIC?

John: No. We work with the PIC. PIC is a member of ABLE and very cooperative.

Frankie: We have no problems with our PIC - we have a big overlap in membership with them.

Bob S: Anytime you demand that a group must do what it is supposed to be doing, you are threatening them.

John: People fear things they don't understand. The PIC in New York City has 15 million dollars - a staff of 53 persons - and has already placed over 5,000 people. It will succeed.

Belinda: We have lots of overlap in membership between our WEC and our PIC. Initially, a suggestion was made to the effect that the WEC should become the "PIC" but that suggestion was rejected - once we recognized that the PIC is primarily responsible to the CETA Prime Sponsor - and our WEC mission must extend considerably beyond that.

Wilbur: We need a network of communications for our rural areas. I'm not concerned about who pays the salary of the WEC Executive Director. I just want to know if he/she is interested in the kinds of things I'm interested in.

Bob W: In rural areas of Michigan, the WECs are viewed as real expertise that LEA Career Ed Coordinators need. Our 32 new WECs will be a big help to our LEA Career Ed Coordinators. They will do more than we can do because of (1) their expertise; (2) their "womb-to-tomb" emphasis; (3) their willingness to run some action programs that will make our whole effort to implement career ed in rural communities more effective.

Idea: How should State Career Ed Coordinators Take Advantage of the WEC Network?

Bob S. The NATIONAL WORK/EDUCATION CONSORTIUM now has 27 WECs as members. They're going to try to create a national awareness of the need for WECs - and to exchange information and help with each other. If, for example, Wilbur wants some help in getting WECs in Kansas, this organization - new as it is - may be able to give him some help.

There are, you must remember, LOTS of WECs around the country who don't now belong to this consortium.

Belinda: California has 20 or so Councils associated with the Industry Education Council of California. The NWEC can provide information plus technical assistance so that new Councils do not have to re-invent the wheel or make mistakes that have been discovered and corrected by other Councils.

John: AGREE. New York State has 12 or so.

Bob W: Could we get a list of States where WECs now exist?

John: Shirley Robock, at NMI, has a complete list.

States we know have WECs include: (a) Michigan; (b) Minnesota; (c) New York; (d) Pennsylvania; (e) California; (f) Kentucky; (g) Alaska; (h) South Carolina; (i) Washington; (j) Oregon; (k) Puerto Rico; (l) Maine; (m) Vermont; and (n) Connecticut.

Wilbur: Kansas has no WECs yet. I'm interested in the local - not just the State - level.

Frankie: The WEC is a tool that can be used to provide better services to students. That's the BIG POINT. The idea is that it is the community - not just the school system - that educates people.

Barbara: If our State doesn't have any WECs, there's no help the Network can give us - right?

John: NO. You could get information from the WEC Network.

Frankie: The WECs, where they exist, are very good in identifying community resources. Some they have identified might be useful with their local counterparts in your communities in Indiana.

Bob W: One thing that could help us would be if the WEC "types" here will be willing to share information about specific things your WEC is doing.

Bob S: That's a problem. We haven't had the time or money to document a lot of the many good things going on.

John: NMI can give you that kind of information. They collect action examples on a regular basis from WECs.

Frankie: NMI isn't the only place to go for examples of good WEC practices. Both NAB and AACJC also have files of WEC activities that would be useful.

Belinda: Information on activities that are successful in each WEC. Communities could be provided by NMI, etc. Plus Counselor Directors in these communities could provide technical assistance in how to approach the appropriate funding agencies along with the how-to's of the project.

Bob S. Two things can happen: (a) WECs could give State Career Ed Coordinators advice regarding the probability of something working - i.e., they've had experience with what doesn't work and learned the hard way - they will be willing to share what they now know; and/or (b) the State Career Ed Coordinators could get more committed to keeping the WECs honest about what they're doing. That would also help.

Miniconference #152

GIRL SCOUTS OF USA AND CAREER EDUCATION

March 11-12, 1980

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Initial Ideas for A "MASTER PLAN" Raised by Participants

1. How to link Girl Scouts Councils (GSCs) and LEAs in ways that don't threaten the identity of either.

2. How to increase GSC contact persons who can work with LEAs.

3. How to help the public know more about GSC involvement in career education.

4. How to involve LEA career education efforts with GSCs in rural areas.

5. How to use a career education effort to help counselors learn more about GSCs.

6. How can we best use GSC materials in places where Girl Scouts don't exist?

7. How to increase use of GS materials in ongoing LEA efforts for all pupils - boys as well as girls.

8. How to get GS-USA leadership to more actively encourage local GSCs to work with LEA career ed coordinators.

9. How to get key contact names from GS-USA.

10. How best to introduce FROM DREAMS TO REALITIES to educators.

11. How to fit GS-USA materials into other career ed materials LEAs are using.

12. How to link training given to GSC personnel with inservice ed for LEA personnel in career ed.

13. How to get to LEAs a step-by-step set of procedures for linking with a Girl Scout Council.

14. How to help career ed coordinators solve problems resulting from GSCs who are relatively inactive in career ed.

15. How to coordinate activities with 50 State Career Ed Coordinators when GS-USA is organized on a National "field center basis" - NOT on a State by State basis.

16. How to use GSCs to get role models of successful career women.

17. How to increase the K-6 emphasis of GSCs in LEA career ed efforts.

18. How to conduct career conferences for many community groups.

19. How to keep the "master plan" concept and still preserve the importance of local autonomy.

20. How to help LEA career ed coordinators recognize the multiple ways in which GSCs are providing youth with employability skills - i.e., over and beyond the GS-USA materials.

21. What do both LEAs and GSCs have to gain from linking with each other?

22. How to develop and implement a marketing plan for GS-USA materials in career ed.

23. How to get credibility for GSC career ed efforts among LEAs.

24. How to get linkages between GSCs and LEAs that extend beyond distributing GS-USA materials.

25. How to link parent/LEA career ed efforts with GSC involvement.

26. How to get SEA Career Ed Coordinators on the agenda for State meetings of GS-USA Leaders (in States where such meetings are held).

27. How to increase GSC efforts to work with LEAs when GSC funds are limited.

28. How to separate career ed efforts with girls from career ed efforts aimed at meeting career development needs of parents.

29. How to get a career ed emphasis into GSCs when other GSC program priorities are more popular.

"Snapshot" Pictures of Participants

Evelyn Wald - Valhalla, N.Y.

- Our GSC was one of the pilot Councils for FROM DREAMS TO REALITY.
- We had the first intern for the DREAMS TO REALITY program.
- Two of our successful methods are:
    - Using key community volunteers to get into schools; and
    - Using newspaper publicity to interest LEAs in our materials.

Fair King - Louisiana

- 66 LEAs - 9 of whom have 95-207 funds this year.
- Career ed, several years ago, had $21 million State Funds in Louisiana. This activity has slowed down during the last 4 years since these funds disappeared. Interest is now picking up again.
- Some of our LEAs are working with GSCs now.

Olive Thomas - Florida

- 67 LEAs - 50 of whom now have 95-207 funds.
- 95-207 funds have gone out on a project proposal basis.
- Plans for use of FY 1980 95-207 funds are now already in place.

Dorothy Alexander - Kentucky

- We have a State career ed law - K-Adult - to implement career ed. We had $2 million for the first biennium, $1 million for 2nd, and $800,000 of State funds for next year's biennium.
- We are using 95-207 funds primarily for inservice ed - 14 workshops.
- We will be inviting in 30 community organizations - State leaders from each to see how we can link with them in career ed.

Margaret Williams - Valhalla, N.Y.

- Has distributed the DREAMS TO REALITY materials to LEAs and to Youth Employment Services (which are based in LEAs).
- Will be training counselors and teachers in use of GS-USA career ed materials.

Nancy Garfield - Girl Scouts of the U.S.A.

- GS-USA became concerned about the need for a "careers" emphasis several years ago. FROM DREAMS TO REALITY was a chance to move in this area.
- CAREERS TO EXPLORE for elementary school age girls is related to the GS-USA "Worlds to Explore" regular program for these girls.
- Many other youth organizations are now using GS-USA materials and linking with GS-USA in many ways.

Margaret McClellan - San Francisco

- We're a 5 county GSC - span an area covering 35 school districts.
- With Prop 13 in California, career ed has become a "frill" to some LEAs - and GSCs have moved in to "pick up the ball".
- We have been working on careers conferences for high school girls - and their mothers.

Ray Bouchillon - Georgia

- 187 LEAs - 33 using 95-207 funds (out of 57 who applied).
- Some countries in Georgia are far along in career ed while some other are just now getting started.

Jane Cammann - Milwaukee

- Our career ed publication ANYTHING YOU WANT TO BE is still useful by other Girl Scout Councils - more popular with them than Milwaukee.
- We had the first GSC pure career ed grant from USOE.

Don Long - Louisville, KY

- We cover about half of Kentucky with our Girl Scout Council.
- We've contacted all the LEAs in our region of Kentucky.

Cecilia Cordiero - Bergen County, NJ

- Our Girl Scout Council serves 60 K-12 school districts.
- We have been involved with the DREAMS TO REALITY program for 3 years.

Idea: How to get to LEAs a step-by-step set of procedures for linking with a Girl Scout Council (GSC)

Nancy: You can't just put a set of words on paper and make it work. That's is, for example, you might have a step that says "CALL YOUR GSC DIRECTOR" but that wouldn't necessarily work. If we come up with something here, it should be put in process terms, not just events.

Cecilia: What do the GSCs get out of it? GSCs need sponsors for their troops, need cooperation from LEAs in many ways.

Nancy: If the GSC feels stretched, they resist. Career ed "types" must realize that GSCs are working on many things with very limited resources. Second, career ed "types" need to recognize the importance of the volunteer in the delivery of the GS effort. Third, in spite of situations where ample resources may be available, the level of commitment to career ed within the GSC may be so low as to prevent very much from being done in a career ed fashion.

When a career ed "type" approaches a GSC, the discussion should begin with a preliminary dialogue on the general desirability of linking these two efforts - rather than with a specific plan made up by the career ed "type" which the GSC "type" is supposed to "buy". Futhermore, GSCs plan their budgets 1-2 years ahead. This, too, needs to be recognized.

Don: What about an idea of holding "miniconferences" back in each State for purposes of making these linkages? To date, our "linkage" efforts have been much more a matter of our approaching the LEAs - not the other way around.

Dorothy: That's what we are trying to set up now in Kentucky. With 30 community organizations, we need a paragraph from each so that we can learn what is needed in linkage efforts.

Don: Unfortunately, that's the kind of reaction we often get from LEAs i.e., the LEA says to us "We're busy with many things right now - so don't call us - we'll call you".

Dorothy: Perhaps we should arrange a "club period" within schools where, for one period a day (or 1 period a week even) kids could opt to participate in what have normally been after-school youth clubs (like Girl Scouts, Exploring, JA, 4-H, etc).

Olive: I find myself confused in that there is no real counterpart, at the State level, with whom I can relate in the Girl Scouts.

Nancy: If you call, Olive, I can relate in the Girl Scouts.

Dorothy: Each national community organization should have a key State contact person - and those names sent to each State Career Ed Coordinator. Even one name for each organization would help.

Margaret: If State Career Ed Coordinators want one key name of a Girl Scout contact in each State, the best thing they could do, at the present time, is to contact Nancy Garfield at our National Headquarters.

Nancy: The Girl Scout "FIELD CENTERS" are three in number. Each is set up to serve, on a national basis, generally different sized communities - one for under 4,000 girls or rural areas, one for 4,000-10,000 girls or suburban areas, and one for over 10,000 girls or urban areas. Each is faced with providing a wide diversity of services to the communities served by their Center. Thus, they can't be expected to be a very helpful resource to State Career Ed Coordinators. WE SHOULDN'T PUT THEM INTO OUR MASTER PLAN.

Nancy: The first approach has to be some kind of invitation to the Executive Director of the local GSC. The agenda ought to be a discussion with respect to whether or not we should be working together - NOT how to sell the LEAs plan for linking with GSC.

Margaret: The GSC shouldn't go to the LEA with a definite plan either - i.e., the principle of having the "linage plan" being developed jointly by both parties is the one that should be followed.

Don: We need both LEAs and GSCs to say what each has to contribute to the other - i.e., not just "what's in it for me?" but rather "What's in it for you?". The answers might include things such as: (a) we, the GSC, have some key volunteers on our staff who could take our GS-USA materials to inservice ed meetings of the LEA; (b) we, the GSC have some volunteers who could serve as role models for the LEA career ed effort; or (c) we, the GSC, can help the LEA get more volunteers from the community if they need some.

Margaret: AGREE. The GSCs have plenty of volunteers and would be pleased to share with the LEA career ed effort some of these resources.

Margaret: One of the key possible linkage contacts to be found in many communities exists where a key educator is on the Board of Directors for the local GSC. Such persons can serve a good liaison function.

Olive: Don't the GSCs need LEAS as much as LEAs need them?

CONSENSUS ANSWER: YES

Nancy: More than any other group, the GS-USA is committed to reduction of sex stereotyping. This fact must stand out in any "MASTER PLAN" that comes out of here.

Dorothy: Isn't the fact that the GS-USA is a single sex organization actually re-enforce sex stereotyping?

Nancy: The deeper question is finding ways of strengthening women themselves. Obviously, not nearly all women want to join in this. At the same time, it should be noted that we have many male volunteers working in GSCs. For every dollar spent on girls in the USA for community youth organizations, $4 is spent on boys. STEREOTYPING IS STILL WITH US.

Dorothy: Sex stereotyping is related to the broader problem of helping all persons feel better about themselves. This is - and must be - a total school problem. Activities such as Girl Scouts can help improve the self image of many kids who meet - at best - with only minimum success in the typical academic setting.

Idea: How to fit GS-USA materials into career ed materials that LEAs are using

Olive: Nancy should have something in mind to answer this.

Nancy: The difference between our GSUSA career ed materials and others is that ours are recycleable - i.e., kids can, for example, go through the "card deck" at age 12 - then go through it again at age 14 and wind up with a completely different set of cards. One of our goals with these GSUSA materials is to leave a real sense of openness and options in all of these activities and exercises.

Olive: I can definitely see the GS-USA materials as being related to our career interest materials.

Nancy: Let's not leave our sex stereotyping. The implications of hobbies for future careers are fantastic. We know that discussion of these materials is helpful - whether done in a peer group or under some kind of teacher direction.

Olive: I see no conflict between these and other career ed materials.

Nancy: Our internship program fits nicely into the school program. It is a 25 hour experience with an adult in a career field that they want to explore. The Girl Scouts give the girl a certificate and a "pin" or something else as a reward for completing this 25 hour internship.

Ray: In Georgia, one of the requirements for our new competency based high school graduation requirements is 50 hours of career planning. We could give the kid credit toward this for completing the 25 hour GS internship.

Nancy: The Girl Scout troop leader will be using our GS manual as an intern "contract" with her GS leader. The GSC has lots of persons (mostly employers) Clearly understand that the goal is career exploration - NOT employer productivity.

Cecelia: The GSC of Monmouth County, NJ were very successful in placing 150 girls in our internship program. Our GSC sent letters to business/ industry contacts - and followed up with phone calls - to tell them about **FROM DREAMS TO REALITY** and to convince them to participate in this internship experience.

Nancy: Our problem is not internships, but rather, the Girl Scout adult facilitator - i.e., the local volunteer Girl Scout leader. I'd like to see more of our internships going on in LEA career ed efforts so we can get over some of this problem. If the LEA career ed persons worked with the girl on this internship, the GSC would give the girl her pin at the conclusion of a successful internship.

Fair: What about insurance for girls who are out in the community on Girl Scout "internships"?.

Margaret: NO PROBLEM. The GS-USA has an accident insurance policy on all Girl Scout members that covers this. That policy would apply even if the internship were to be done through the LEA career ed program - rather than through the Girl Scout troop. This Girl Scout insurance coverage is one of our big selling points for Girl Scouts.

Fair: In our State, this Girl Scout "internship" could probably get credit, at present, only as an "experimental program" - i.e., we don't give academic credit easily in our LEAs.

Cecilia: Other programs for older girls are based on the same basic delivery system - i.e., the girl is to make the contact with the community person. Right now, if a girl finds, say 22 different career interests, she is then charged with finding ways to get into contact with appropriate community persons. The Girl Scout leader also contacts this community person - to make sure everything is O.K.

Dorothy: What procedures are in place for the Girl Scout "internship" to be evaluated?

Nancy: This is built in as part of the total package.

Ray: We already have "internship" type things in our existing LEA career ed efforts. The GSC "internship" program would, it seems to me, simply add to the opportunities we now have available - and would be an excellent addition indeed.

Olive: Some LEAs would question whether these GSC community internship resources should be limited in use to girls who are members of the Girl Scouts.

Don: We would be willing to let other girls also use them.

Margaret: AGREE, but if the girl is to be covered by the Girl Scout insurance policy, she would have to join the GS-USA - and pay the $3 membership dues. GIRLS CAN JOIN GIRL SCOUTS AS SENIOR HIGH STUDENTS EVEN IF THEY'VE NEVER BEEN IN GIRL SCOUTS EARLIER.

Ray: There's nothing wrong with recognizing that one of the outcomes - desirable outcomes - of a career ed/Girl Scouts linkage would be an increase in memberships in the Girl Scouts.

Cecilia: Girls can gain many advantages by joining Girl Scouts over and beyond simply having the insurance that comes with it.

Don: Many high school girls have two misconceptions that all career ed "types" should be aware of (a) "you should have been in Girl Scouts in elementary school if you want to be in Girl Scouts as a high school student";

(b) "If you are in Girl Scouts, you must go to a Girl Scout troop meeting once a week." NEITHER OF THESE THINGS IS TRUE.

Cecilia: We can sign up girls who are not "troop affiliated" for short-term projects sponsored by Girl Scouts. The only requirements are (1) they must pay their dues, (2) they must agree to the Girl Scouts ethical code.

Cecilia: In Cleveland, the GSC has an after school program for both boys and girls - with boys, of course, as non-members. In this program, both boys and girls are covered by the Girl Scout insurance policy.

Olive: Is the Girl Scout "internship" program an in-school or an after-school program?

Nancy: It can be done either way.

Margaret: We've had high school girls working in elementary schools volunteering to help in career awareness activities with younger children.

Nancy: In North Carolina, one GSC called me to tell me about an LEA Career Ed Coordinator who wanted to link with the GSC. They suggested involving Girl Scout volunteer leaders who are employed as teachers in that LEA and who are willing to use the FROM DREAMS TO REALITY and the CAREERS TO EXPLORE materials as infusion of career ed into the classroom.

NOTE: Nationwide, this idea may not always be practical. There are many communities where a sizeable number of Girl Scout volunteer leaders are teachers in the LEA - and there are many other communities where very few of the Girl Scout volunteer leaders are teachers in the LEA. We can't generalize here.

Cecilia: If you want to think nationally - in terms of a possible "MASTER PLAN", you might do better to think about a "PTA/Girl Scout" connection.

Evelyn: The LEA can use the GS "volunteer career coordinators" - i.e., anyone trained to use the FROM DREAMS TO REALITY and/or the CAREERS TO EXPLORE materials - such persons can - and often will - be willing to come into the LEA as a resource person.

Cecilia: ITS EASIER TO RECRUIT VOLUNTEER ADULTS FOR SPECIAL PROJECTS-SUCH AS CAREER ED - THAN FOR LONG TERM INVOLVEMENT AS A GIRL SCOUT TROOP LEADER.

Evelyn: The Girl Scout Council's basic worry is memberships. That is, they need the $3 membership fees to keep the total national effort going. That $3 goes directly to national Headquarters - the local GSC doesn't keep any of it. The local GSC must depend on such things as United Way and the sale of Girl Scout cookies for their operating funds.

Idea: How to link the Girl Scouts and LEAs in ways that don't threaten the identity of either

Cecilia: We link our efforts with many other kinds of community organizations - including LEAs. When we do so, we typically, in the materials, use both the Girl Scout logo and the logo of the community organization with whom we're linking.

Olive: How expensive are the FROM DREAMS TO REALITY MATERIALS?

- FROM DREAMS TO REALITY
  - Adventures in Careers - $2.00 (student activity book)
  - Career Cards - $2.25 (used by many students)
  - Leader's Guide - $1.00
  - Council Guide - $1.50
- CAREERS TO EXPLORE
  - Children's Book - $2.75
  - Leader's Guide - $1.00

FOR WHAT'S IN THEM - AND THE QUALITY OF THESE MATERIALS - THEY ARE VERY, VERY CHEAP INDEED!

Evelyn: If the topic is "who's threatening who", we should recognize that State Career Ed Coordinators and Girl Scout Executive Directors don't threaten each other. The threat comes when the Girl Scout volunteer goes into the LEA and shares the Girl Scout materials, for example, with a school counselor.

Nancy: A lot of school administrators are men with a built in bias against women.

Cecilia: AGREE. Further, when, in addition to being a woman, you're also a volunteer, that, to many men is "double jepordy"!

Evelyn: There are still many male school administrators who really object to the general notion of "careers for women".

Cecilia: It would help if we could get ourselves on the agenda for the monthly "school superintendents' luncheon meeting" - the "old boys club" of education. That's not always easy for the Girl Scout "types" to do.

Ray: Perhaps we career ed "types" could help the GSCs by advertising the Girl Scouts in our Career Centers. In addition to general information we could also provide names and phone numbers of contact persons a girl could call if she wants to join the Girl Scouts.

Fair: Have your Girl Scout career ed materials been put up for adoption by State textbook committees in many States?

Nancy: Local GSCs would have to do that. We couldn't do it from national Headquarters.

Nancy: Could a State Career Ed Coordinator request that our Girl Scout career ed materials be included in the SEA list of approved career ed materials? Answer: No. The publisher of the materials must make this request.

Fair: It would not be difficult to get the Girl Scout career ed materials on many State approval lists all the State Career Ed Coordinator would have to do is watch for the announcement and then notify national Girl Scout Headquarters (the publisher).

Jane: Girl Scout Councils have extensive LEA contacts and are supportive of LEA career ed efforts. Their problem is that they have major problems trying to survive themselves - and might not have much time to help LEA career ed types.

Dorothy: LEAs are fearful of programs not endorsed by the SEA. If the State Career Ed Coordinator will endorse the Girl Scouts, it would help make the Girl Scout career ed effort more attractive to LEAs. THIS SHOULD BE CONSIDERED FOR OUR "MASTER PLAN".

Ray: I wouldn't mind endorsing the Girl Scouts but, frankly, it seems like simply endorsing "Motherhood".

Cecilia: DISAGREE. There's a difference between endorsing the "Girl Scouts" and endorsing the Girl Scouts career ed materials and programs. IT'S THE MATERIALS AND PROGRAMS WE WANT YOU TO ENDORSE.

Cecilia: It's a problem when, in the Girl Scout troop, we start to use the FROM DREAMS TO REALITY materials and the kids immediately say "we've already done this in our regular school program."

Nancy: I heard from one GSC where the kids said "we've already done that" - where the GS team leader persisted and, after a short 20 minutes, the kids became excited about using the materials. When kids say "we've already done that", it's usually a sign that they were turned off by the facilitator, not FROM DREAMS TO REALITY.

Margaret: I'd hate to see us, as Girl Scout "types", withhold our good career ed materials because there might be a problem at sometime - if they're as good as we know them to be, we ought to have them out being used to help kids.

Olive: I think Dorothy's suggestion of putting an endorsement of the Girl Scout career ed materials in as a part of our MASTER PLAN is a good one.

Nancy: If the LEA State Coordinator of Career Ed issued such an endorsement, it would help Girl Scout Executives go to their own Board of Directors and ask for more funds, staff, etc. to support more use of these career ed materials.

Don: In addition, I could use a letter such as that when I go to LEAS.

It would help open some doors for me.

It would be important that this endorsement for the Girl Scout program as well as for the Girl Scout materials.

Olive: It would be good if a Girl Scout rep were on our State Career Ed Advisory Council.

"Internships" In the FROM DREAMS TO REALITY PROGRAM

Nancy: The FROM DREAMS TO REALITY Program, working from basic set of cards, has several components including:

- "INSIGHTS" - Activities designed to increase self understanding of interests, values, and how sex stereotyping influences lives.
- "CLOSE-UPS" - Here, youth look at the world of work (rather than themselves) in terms of possible careers, fringe benefits of various occupations, etc.
- "TRY-OUTS" - This is a series of activities connected with places to visit, people to see, things to do in exploring careers
- "PILOTS" - First hand experiences in the world of work. This is here where the 25 hour "internship" fits in.

Nancy: Girl Scouting meets, typically, 1 and 1/2 hours per week -over two 6 year periods, for Brownie and Junior Girl Scouts and Cadette and Senior Girl Scouts. Thus, with this total program, segments may be repeated several times. In a regular LEA classroom, it could, of course, be done in a more concentrated way.

Girls in Girl Scouts get a patch for various components including: (a) completing five "insights"; and five "close-ups; and four "try-outs"; or (b) one "internship" (which gets them a pin instead of a patch).

Fair: It would be helpful to all State Career Ed Coordinators if, in the MASTER PLAN, we described this set of GS components.

Olive: This would be a good procedure to use in the accountability part of career ed - if we could really get good Girl Scout linkages with LEA career ed efforts.

Idea: How to link training given to GSC personnel with inservice ed for LEA personnel

Olive: LEA career ed coordinators could write this kind of training into their inservice staff development packages. In addition - at least in Florida - we are using some State staff development funds for inservice ed - and this could be built into the plan for use of these funds as well.

Ray: We have regular SEA staff development funds for LEA use. As in Florida, LEAs in Georgia could elect to use part of their funds to get the Girl Scout FROM DREAMS TO REALITY training.

Fair: "The teachers in Louisiana receive funds to defray expenses of taking additional college courses in a massive State in-service program mandated by law. Also, the law mandates two days of in-service each school year for all teachers. However, each LEA determines the focus of the training each year based on individual needs of the parish."

Cecilia: In our GSC, we go to the LEA Superintendent and explain our "Green Circle Human Relations Program". The LEA, if they buy it, pays the GSC $75 to get a 12 hour training course for teachers on this program, Some schools send regularly to get this training other LEAs typically send some of their school volunteers.

Nancy: Negotiations would have to be made between the LEA career ed coordinator and the local GSC Executive Director.

Ray: The State Career Ed Coordinator also needs some contacts with the appropriate Girl Scout Council Executive(s).

Nancy: Last year, at the national meeting in Denver, I gave to each State Career Ed Coordinator a list of the Girl Scout Council Executive Directors - along with the names and addresses of Girl Scout Councils in each State - packages developed for each State on an individual basis. This could be done again as a custom-made insert for the GS/CE "MASTER PLAN".

Olive: LEA Career Ed Coordinators should all be briefed on FROM DREAMS TO REALITY at their annual State Conference. This could, of course, also be done at one of the TEACHER CENTERS. The important thing, if you do it through a TEACHER CENTER, is to get it into the list of program options that teachers could ask for.

Dorothy: In Kentucky, it would be a real problem now because of political problems with TEACHER CENTERS that now exist.

Nancy: I'm going to Florida in April for the Florida State Career Ed Conference. After I give the LEA career ed coordinators in Florida a general orientation, they will know about the FROM THE DREAMS TO REALITY program BUT that's no substitute for getting the training in how to actually conduct it.

OLIVE: Many of our LEA career ed coordinator "types" are pretty sophisticated in counseling, group work, etc. - they wouldn't need much training in how to actually use the materials.

Nancy: AGREE. But they still need training in how to best work with their local Girl Scout Council.

Evelyn: To sell the Girl Scouts to SEA Career Ed Coordinators, we will have to make them aware of their local Girl Scout Executives. The MASTER PLAN should get the Girl Scout materials from the appropriate Girl Scout Executive to the State Career Ed Coordinator in each State.

Nancy: We could give an information packet on GS materials at the August

National Conference for State Career Ed Coordinators BUT we shouldn't put in that packet the means for them to actually order these materials. Instead, they should do this as part of their first contact with the appropriate Girl Scout Executives in their State after they return home.

Evelyn: There is at least one Girl Scout Executive in each State so this could be done.

Cecilia: Part of the "pitch" to State CE Coordinators is that the Girl Scouts of the U.S.A. is the largest single organization serving girls and women in the world.

A second - and different - part of the "pitch should be to emphasize that the GS-USA has a special emphasis, in their career ed materials, on reduction of stereotyping - BOTH sex and race stereotyping (for example, 40% of the activities cards depict minority women).

Margaret: The MASTER PLAN should call for the State Career Ed Coordinator to notify at least one Executive Director of a GSC in their State whenever State Career Ed Conferences are to be held - whether or not they invite that Ex Director to present at that Conference. Each Ex Director of a GSC is capable of making a presentation of GS-USA career ed materials - as well as more general activities of the Girl Scouts of the U.S.A.

Nancy: AGREE. In every State, there is at least one GSC Executive Director who could put on a presentation at a State Career Ed Conference.

Nancy: It might not be a good idea to put in the MASTER PLAN a suggestion that LEA teachers participate in Girl Scout training sessions on the GS career ed materials.

Cecilia: It's one thing to train people on the content of the materials and quite another thing to train them on delivery of the GS career ed program to girls - whether that delivery takes place in a Girl Scout troop meeting or in a classroom.

Magaret: All GSCs have a training calendar schedule. In addition, they often make up special training packages - and could do so, upon request, for LEA career ed "types".

Cecilia: We must watch that we don't make our MASTER PLAN to complicated.

Nancy: We don't know, for sure, which GSCs are most actively using the GS career ed materials at the present time.

Jane: If the MASTER PLAN can stimulate the GSC, as well as the State Career Ed Coordinator, it will have done something valuable.

Cecilia: All 344 GSC Executive Directors do need to have positive working relationships with LEAs. They need such contacts to deliver their programs to girls. Typically, GS activities are still carried on right after school in the school building.

Don: The best thing that could happen would be if the LEA were to put in an "activity hour" for youth groups during the regular school day. To depend on after school scheduling, you run into problems such as (1) heating problems for schools with fuel bill difficulties; (2) busing problems: etc. The MASTER PLAN should include a suggestion for such an "Activity Hour".

Cecilia: When we want to run some kind of Girl Scout program during the regular school day, the primary thing principals say to us is that we should be serving boys as well as girls. That is no real problem - we can do so.

Ray: Some LEAs in our State do "activity periods" during lunch hour (to encourage hobbies). In many such schools, both the Girl Scouts and the Boy Scouts meet during this period.

Evelyn: If the LEA sets an artificial time limit on this "activity period" of - say - 30-40 minutes, the GSC would still be eager to participate. WE, in the GSCs, are flexible.

Cecilia: There is a Girl Scout publication on DELIVERY SYSTEMS that talks about a wide variety of ways in which Girl Scouting can be delivered. Included in the publication are examples of ways in which Girl Scouting could be adapted to various forms of an "activity hour" in cooperation with the LEA.

CONSENSUS: The "activity hour" concept should definitely be included in the MASTER PLAN.

Idea: Delivering Girl Scouting in rural America

Nancy: This is no problem. For example, in the current "Northwest Connection" project, the Girl Scouts are working with career ed "types" in such places as rural Alaska, Montana, and Wyoming. They have demonstrated how this can be done. If a GSC is designated to cover a particular rural area, they have an "outreach staff" with some GS staff members whose job it is to travel all around the isolated rural areas. Every GSC has a "field staff" responsible for covering EVERY neighborhood in the nation. The rural GSCs make every effort to reach rural youth.

Margaret: In Northern California, some of the lumber companies are flying GS staff persons to isolated rural areas. In the San Francisco Bay area, we have 25 field staff members who combine to cover 35 local school districts.

Don: Of the 16,000 LEAs in the USA, each one is covered annually by someone from the Girl Scouts of the U.S.A.

Margaret: We now have 40 CETA employees working with our GS field staff as our staff. In addition, we have volunteer Girl Scout persons in every community. There are about 10 volunteer for every paid GS person. It is the volunteer that the school principal is most apt to see.

Cecilia: There's actually a better chance to see Girl Scouting being delivered in rural America than in an urban setting in urban settings, there are too many other things for kids to do.

Girl Scout Suggestions For The MASTER PLAN

Nancy: LEAs will help themselves, in the long run, if they seek to increase membership in the Girl Scouts of the U.S.A. Girl Scouting does many positive things for girls, ages 6 to 17, who are moving toward maturity.

Margaret: GSCs can be useful in picking up some career ed type things that some LEAs may find themselves forced to drop because of budget constraints. The role of the Girl Scouts has always been to supplement, not substitute for, what the LEAs are doing to help youth.

Don: If, for example, and LEA finds it necessary for financial reasons, to cut out field trips to the community, a local GSC might be willing to take this function over - to the best of their ability at least.

Cecilia: We are already doing some of the field trips that some of our LEAs can no longer afford to do.

Cecilia: The Girl Scout movement is creating a cadre of adults who are going to perpetuate the career ed movement through Girl Scouts.

Nancy: AGREE. The Girl Scout career ed movement will be perpetuated through the Girl Scouts no matter what happens to career ed in LEAS, SEAs, or Federal Government.

Jane: The Girl Scouts have 600,000+ volunteers who have received orientation and training to the GS career ed materials and procedures.

Nancy: Girl Scouts operate on a 12 month basis - including summer camps. For example, the "WHO AM I"? camps sponsored by the San Francisco Bay Area GSC are tremendously fine career ed experiences for girls.

Ray: Our MASTER PLAN could have a section in which the U.S. Office of Education goals for Career Education are compared with Girl Scout program activities. This would help career education personnel see how scouting could help girls accomplish career ed goals.

Nancy: We've trained 100 GSCs to work with juvenile delinquents.

What other kinds of things does the Girl Scout movement do to help girls grow up?

- Some GSCs teach girls about shoplifting
- Some GSCs conduct programs on rape prevention
- Some GSCs conduct programs on crime prevention - like "security surveys" (Evelyn did one in cooperation with Office on Aging)
- Some GSCs do a program on youth and aging called "HAND IN HAND" - involves taking senior citizens shopping, camping, placing girls as volunteers in nursing homes, etc.

Miniconference #153

ROTARY INTERNATIONAL AND CAREER EDUCATION

March 18-19, 1980

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Initial Ideas for A "MASTER PLAN" Raised by Participants

1. How to develop mutual objectives between Rotary and Career Ed
2. How to appeal to Rotary when their programs don't typically impinge on students
3. How to get LEAs thinking more constructively about community collaboration in career ed
4. How to interest Rotary Clubs in career ed when individual Rotarians have so many diverse interests
5. How to link career ed "types" with District Presidents of Rotary
6. How to get LEA Superintendents involved in planning for LEA/Rotary career ed efforts
7. How to implement a MASTER PLAN for Rotary/career ed when no formal policy from Rotary International can be expected
8. How to use local Rotary Clubs to serve as a community resource component of career education
9. How to get District Rotary efforts to impact on local Rotary Clubs in career ed
10. How to keep Rotary International informed about local Rotary/career ed efforts
11. How to help Rotary State leadership persons become aware of career ed
12. How to help State C. Ed. Coordinators learn about what local Rotary Clubs are doing
13. How to interest LEAs in working with Rotary when other community resources e.g., Chamber of Commerce may be more obvious
14. How to use Rotarians in teacher inservice to help teachers learn more about putting a careers emphasis in the classroom
15. How to get sufficient manpower from Rotary Club members to make an active career ed effort work
16. How to get other service clubs (e.g., Kiwanis, Lions, etc.) to join with Rotary Clubs in career ed efforts
17. How to get local Rotary Clubs more involved with career ed advisory councils
18. How to tio Rotary into a total community organization collaborative effort
19. How to best use Rotarians as guest speakers in LEA career ed efforts

20. How to get Rotary more active in supporting career ed
21. How to get Rotarians to get their companies committed to career ed
22. How to use Rotarians to help teachers learn better how to use community resources

"Snapshot" Pictures of Participants

Essie Page -Washington, D.C.

- In D.C., all 6 regions have 95-207 support.
- Special help being given to 2 of our 6 Regions.

John Meerbach - Pennsylvania

- 505 LEAs - 64 with 95-207 funds - plus 5 of 29 Intermediate Units.
- Nobody in our LEA career ed efforts have yet touched base with Rotary.

Charlie Bradshaw - Corpus Christi , Texas

- Has been involved in Rotary career ed efforts for many years.
- Now working on Rotary District planning sessions to interest them.

Walter Faulkner - Vermont

- Has had a variety of Community Based Organizations in a group meeting to discuss collaboration in career ed - Rotary was the only such community organization who sent no rep to that meeting.

Herb (Sonny) Scruggs - High Point, NC

- Went back from our Rotary/career ed miniconference 2 years ago and set up meetings between key educators with local Rotarians and the District Rotary Governor.
- Decided to start with SEA help - total District level of Rotary didn't work out too well.
- By late '79, had developed a series of workshops for teachers in which Rotarians helped teachers develop career ed activities for students - have now put several of these on videotape.

Ed Strack - New York State

- Has responsibility for both guidance and career ed.
- 40 LEAs involved in 95-207 - out of 740 in the State.
- Interest in career ed in N.Y. State is overwhelming - 140 LEAs applied for the 40 grants finally awarded.
- Now has a film on careers in the insurance industry - working with this industry, good contacts have now been established with LEA career ed coordinators - one insurance rep now on each LEA C. Ed. Advisory Council

Don Brent - Gold Beach, Oregon

- Rotary Int. never followed up our miniconference of 2 years ago.
- Is Director of Special Ed in his local school district.
- Local Rotary Club won a Significant Achievement Award in Career Ed from Rotary International.
- All of our LEAs in the District are now involved in career ed.
- Rotary has recently abandoned that part of their career ed program calling for an annual "career ed day".

Rachel Schweitzer - Delaware

- In 1972 Delaware started a program of career/voc ed with State funds.
- Educational Resources Association (ERA) now involves 1,200 volunteer career resource persons.
- Project REAL for students in Grades 9-12, gives kids a chance to try out 9 different careers per year.
- Has a career exploration Summer program for students, Grades 7-12
- Of 16 LEAs, 8 are now receiving 95-207 funds.

Vern Jones - Villa Park, IL

- Is an Assistant Superintendent in a suburban high school.
- Has a County Committee for developing a county-wide system to identfy and utilize community resources.
- Developed a community resource book of 270 people from the local community using CETA funds.

IDEA: How to develop mutual objectives between Rotary and Career Ed

Essie: In D.C., we get lots of inquiries from community organizations who want to become involved with the schools. Our schools need to know what each could do. It's important to see the "match" between Rotary and school career ed efforts. If I have to introduce Rotary to our local schools, I have to be able to say what the schools will get out of it.

Rachel: Each SEA has a State Plan for career ed. That Plan should be shared with organizations such as Rotary so that they can see which of our career Ed objectives represent those they could best help us meet.

Essie: It's necessary for me to link objectives if I'm going to link organizations with the schools. We need to see where our mutual objectives exist i.e., we don't need to sit down together and mutually develop brand new ones.

Walter: With different local Rotary clubs having different ovjectives, how realistic is this?

Vern: If the District Governor of Rotary were to include career ed objectives in his PLAN OF WORK, this would affect career ed actions within Rotary at the local community level.

Ed: Do all Rotary Clubs have a "vocational information committee"?

Answer: YES and some are calling it "career ed" now.

Don: In Oregon, competency requirements for high school graduation are required. They include "career ed" standards. This is the time that Rotary and other groups should get involved in helping to write the "career ed" standards. Too many LEAs are still using community involvement as "window dressing" - i.e., they really don't get true community involvement in formulating objectives or standards.

Vern: It would worry me if business/industry were to get too much involved in determining educational standards. Teachers remain fearful that they may be "brainwashed" by hearing the "message" of private industry. IF business/industry becomes involved in writing educational standards, this is something that will have to be watched.

Essie: Specific objecyives of both Rotary and of career ed can be expected to differ greatly at the local level. Our MASTER PLAN should include a suggestion that this be taken into account - i.e., that local plans for involvement of Rotary should differ widely.

Vern: If the LEA went to a local Rotary Club and asked to see their "career ed objectives", they probably would be met with a blank stare - i.e., the Rotary Club probably doesn't have any! It would be better to get to Rotary Clubs before they develop objectives for their "vocational information committee" or for their "youth committee" and try to get some career ed objectives inserted there.

John: Is there something about Rotary's basic purposes for existance that is germane here? Why should LEAs get involved with Rotary? Is the Rotary slogan of "SERVICE ABOVE SELF" a sufficient reason by itself?

Walter: How would a State Career Ed Coordinator keep track of who the District Rotary Presidents are?

Charlie: Any Rotarian could get that list.

John: Most career ed "types" don't even know such a list exists - i.e., they wouldn't know enough to ask for one.

Rachel: I'd like right now - to contact our Rotary District Governor and send him those parts of our State Plan that identified our career ed goals and objectives. This should be part of our MASTER PLAN.

If every State Career Ed Coordinator did that, it would help.

Sonny: Why couldn't we go to National Rotary and ask them to write to each of our 700 + District Governors urging them to get in contact with their State Career Ed Coordinators?

Vern: I'd be worried about depending on our Rotary Int. offices to get that job done.

Vern: Rotary Int. could develop a set of guidelines for District Governors on "How to get youth committees involved in career ed".

Ed: A first step might be for State Career Ed Coordinators to inform LEA career ed persons about Rotary and how to contact them at the local community level - That, too, should be in our MASTER PLAN.

Walter: We ought to get the list of all Rotary District Governors and send it to all State Career Ed Coordinators - MASTER PLAN idea.

Vern : We pretty much know right now who the new Rotary District Governors who take over July 1 will be.

Charlie: The District Governor's term goes from May to May. I'll send all 57 SEA State Career Ed Coordinators the names of the new District Governors.

Sonny: Do NOT expect a typical Rotary District Governor to have ever heard of "career ed" when, as a State Career Ed Coordinator, you first contact them. You must count on starting form "Ground ZERO".

Vern: We should send a copy of the "Rotary & Career Ed" monograph to each of the upcoming District Governors of Rotary - along with a letter informing them who their State Career Ed Coordinator is - This should be in the MASTER PLAN.

Walter: Why couldn't local Rotary Clubs consider, as a possible career ed project, sponsoring Junior Achievement activities?

Sonny: Rotarians, by and large, aren't looking for something else to do. If you want them to do anything, it's going to take a first class selling job.

Essie: State Career Ed Coordinators shouldn't waste their time or the time of Rotarians. That is why Rachel's idea of sending Rotarians a list or our State Plan career ed objectives is a good idea. That definitely should be in our MASTER PLAN.

Don: Nobody in Rotary really knows we had a miniconference on career ed two years ago and produced a monograph. Maybe USOE ought to contact Rotary District Governors with that message.

Ed: DISAGREE. Contacts should come from the State Career Ed Coordinators not from the Federal level.

Ed: Is it possible to publicize the topic of "Rotary & Career Ed" in the National Rotary magazine?

Answer: No.

Sonny: When the State Career Ed Coordinator contacts the Rotary District Governor, he/she ought to also contact the Superintendent of Schools in the community where the Rotary District Governor lives. That local Superintendent (who is undoubtedly a Rotarian) could be of real help in making this contact with Rotary. This should be in our MASTER PLAN.

Don: Its important to remember that Rotary Districts aren't always limited by State lines - we have some, for example, that extend over parts of both Oregon and California.

Ed: If I'm going to "push" Rotary, I need some help from USOE justifying doing so. That is, the question I must answer is "Why are we supporting Rotary as opposed to some other organization?"

Vern: One justification is that membership in Rotary is based on vocations a natural "plus" for career ed.

IDEA: How to interest Rotary Clubs in career ed when individual Rotarians have so many diverse interests

Charlie: Rotarians do many things of a community service nature - such as sponsoring Boy Scouts. They have no priorities that have to get in the way of supporting career ed.

Don: Our Rotary Club, like Charlie's, already has career ed as their top priority. In our case, this came about, in part, because our Superintendent of Schools is a Rotarian.

Sonny: Its typical that the local Superintendent of Schools is a Rotarian we ought to take advantage of that in constructing our MASTER PLAN.

Charlie: Local Superintendents - like those in Corpus Christi and Gold Beach who have been instrumental in getting career ed to be a Rotary priority should contact other Superintendents and try to get them to do this same kind of thing.

Don: Our MASTER PLAN should call for getting the topic of "Rotary & Career Ed" on the program for State AASA meetings. It would make sense in view of the fact that, almost without exception, all Superintendents are members of Rotary.

Vern: The State AASA isn't very strong in our State. However, if that topic could be on the program for the National AASA meeting, it really could make a difference.

Don: What about getting the topic of "Rotary & Career Ed" on the program for the State School Boards Association meeting?

Vern: That would be good. Superintendents go to that meeting.

John: Many Rotarians view their primary "action" in Rotary as being fulfilled simply by virtue of the fact they attend the weekly luncheon meeting. Those persons tend not to think of Rotary as a real community service effort. Instead, they tend to think of "community service" as consisting of:

- raising money; and, then
- trying to find some place to spend it.

Vern: AGREE, in part, but, remember, you don't need a lot of Rotarians to make a Rotary career ed effort work - only a few who are dedicated and willing to go with it.

Sonny: The biggest problem facing career ed is that of doing a better job of selling career ed to local members of Rotary. There are typically as many at 10 "priorities" competing for attention of the local Rotary Club, of which they can take no more than 3. If "career ed" is to be one of those 3, it will have to do a very good selling job indeed.

Charlie: The best person to sell career ed to a Rotarian is another Rotarian.

Walter: The Chief State School Officer typically plans the agenda for both the State AASA and the State School Boards Association. As an organization, the CCSSO doesn't currently have career ed as a high priority - as a general rule, priorities of top school administrators tend to go to things that bring in the most money to the education system and career ed can certainly not qualify if that's the criterion!

Vern: Is there anything closer to the heart of a Rotarian that his life-work? Is there any Rotarian who doesn't have a high value on and interest in youth? Couldn't these two facts be joined as the basis for selling Rotary on career ed?

We sell Rotarians on career ed first in terms of the welfare of the child and, second, on benefits that will come to the particular occupation they represent. The awareness of the child and young persons of his/her talent is number one because if work is chosen in accordance with a young persons' talent he/she will more likely be a happier worker and a more effective worker. I sell career ed to Rotarians by telling them that we know they want their occupation/business to survive and that today's youth are the future for their occupation/business. All Rotarians want to keep their particular career going.

Vern: AGREE. If we can play up the positive aspects of each occupation represented in Rotary and the importance of giving today's youth a positive picture of each of these occupations its possible that Rotary will really go for career ed.

Vern: Charlie's approach is to take advantage of the fact that:

- Rotary is supposed to have the best person in each community from each occupation as a member; and
- We want the best rep from each occupation talking to our children about their work so it makes sense for local career ed coordinators to approach Rotary and ask them to become involved in career education. This "pitch" should be included in the MASTER PLAN.

Vern: School counselors are, increasingly, being criticized for not doing an adequate job in career guidance. We ought to have, in our MASTER PLAN, a way to get to State Guidance Associations.

Ed: With counselors not increasing in numbers, we have to encourage each to become members of various "teams" including the "career ed team". Career Ed isn't a major priority in our State. We're losing 100,000 pupils a year, thus resulting in teacher jobs being abolished. Teachers can't afford to support career ed when the existence of teacher jobs is being threatened.

Vern: Wouldn't counselors buy the notion of using community resources in career guidance? If so, they should certainly see it to their advantage to link up with Rotary.

Rachel: We can interest Rotary in career ed IF, for example, we can control the number of times we will ask each Rotarian to donate his services. They need to know that our requests will be reasonable.

IDEA: How to use local Rotary Clubs to serve as a community resource component of career ed

Charlie: This is what we're doing in Corpus Christi. We think its logical because each Rotarian is an expert in some vocation and, in addition, is a respected member of our community. Rotarians are good role models for youth to emulate. We try to enlist only people but in and out of Rotary who fit this description. This, too, should be pointed out in the MASTER PLAN. I must add that, in Corpus Christi, 80% of our community resource persons are not Rotarians at the present time. Rotary members help in the collaboration between the business community and the school officials to develop business community resource banks of a general cross section of the business/industry worker(blue & white collar). This is done by a questionnaire answered by persons who are willing for teachers to call them into the classroom or deal one to one with students or invite students to visit the Plant or agree to be shadowed by a student.

Vern: In addition to using Rotarians as resource persons in the classroom, our MASTER PLAN should include ways to use Rotarians for such things as:

- shadowing persons on the job
- showing kids the manufacturing process (possibly exhibit products in the schools to show sources of raw materials, work required to complete each operation, and the final product); and
- helping kids get work experience.

Charlie: One of the things we sell teachers on is that we're not coming in to "sell" our company. Rather, we tell teachers that we want to come into their classrooms to let the kids ask us questions. This approach makes it important that the teacher prepare kids so they will be ready to ask the Rotarian and all business community resource people (80% are not Rotarians). Our philosophy is that teachers ought to be able to use the community resource person in any way that the teacher feels will help most. If that means asking the person to make a short speech, then that's what is to be done but the more opportunities that are given for students to ask questions the better the vast.

Rachel: In Delaware, our business community in addition to working directly with students provides opportunities for 30 teachers per year to get out into the business/industry community to learn more about that part of the world of work.

Ed: In New York State, we do it through B-I-E Days.

Vern: If the LEA doesn't have a B-I-E day, we could ask their local Rotary Club to set such an operation up. This is another option that should be considered in our MASTER PLAN.

Don: If we do so, we shouldn't include junior high students. We tried this in our Career Day but found these students were unable to ask appropriate questions, thereby creating a bad impression among Rotarians.

Vern: We need to be very careful, in devising our MASTER PLAN, in making specific suggestions of things Rotary should do. The things most appropriate for elementary school students differ from those best for junior high or senior high students.

Walter: How do you make the use of community resources something more than another "add on" i.e., how do we really tie it into the curriculum itself? It would be a good thing for Rotary to put on a week long inservice activity for teachers aimed at showing teachers various kinds of career implications of their subject matter. This is another idea to consider in our MASTER PLAN.

Sonny: The videotapes we're preparing in our Rotary career ed project now are designed to show, not only the nature of careers, but also relationships between specific careers and the kinds of things kids study in schools.

Walter: Perhaps teachers and Rotarians should brainstorm together the career implications of various subject matter. This might even be done as a credit course for teachers.

Ed: NO. To give teachers academic credit causes problems because, if they get such credit, they automatically go up on the teacher salary scale and we can't afford that now.

Walter: Another possible role for Rotary that we might consider putting in our MASTER PLAN is to encourage local Rotary Clubs to raise questions with their LEAs regarding why they aren't doing much more in career ed. To do so, of course, would demand that Rotarians understand career ed and we know that is a challenge to be met.

IDEA: How to get District Rotary efforts to impact on local Rotary Club activities in career ed

Charlie: If career ed presentations can first be made effectively at District Rotary meetings, the invitations to speak at local Rotary Clubs will surely come.

Sonny: The State Career Ed Coordinator if he/she makes the proper contacts with the District Governor of Rotary and the local Superintendent in his geographic area can get on the program for a District meeting.

Don: I'd pay attention to the particular geographic location in which the District Rotary meeting is to be held. In most cases, the local Rotary Club in that geographic area has a lot to say about the program and who is to be on it.

Vern: DISAGREE. For example, we're holding our next District meeting outside of the State.

Sonny: AGREE WITH VERN. The District Governor of Rotary is the controlling force who determines the program and who is to be on it.

Charlie: District Rotary meetings are especially important because persons attending such meetings from local Rotary Clubs are in addition to local officers those members who are most active in community service work. It's the "doers" in Rotary who attend these meetings.

Vern: If, at a District Rotary meeting, we aren't successful in getting career ed as a topic for one of the plenary (general) sessions, we might be able to get the topic of "career ed" assigned to one of the several committees. Each such committee holds meetings of their own at some time during the District Meeting. Its at the Spring meeting where the grandiose plans for the next year are devised and presented. At the summer meeting, they tend to concentrate on "how to do it" things. Thus career ed, as a topic, has to be on the agenda at both Spring and Summer meetings.

The "President-Elects" of the District Rotary who will take over on July 1, 1981, will be elected at the Spring, 1980 meetings. These are the persons we need to get to. Our MASTER PLAN should reflect this.

Sonny: AGREE. Of the District Governors who will be taking over on July 1, 1980, many especially the good ones have their 1980-81 programs already pretty well planned. Of course, some others haven't and we might still be able to reach them.

Walter: Does any given District Governor of Rotary tend to follow essentially the same program priorities that were adopted by his predescesor?

Sonny: Yes. IF that program was regarded as successful. There are some committees that they must continue international for example.

Don: AGREE. This also holds true at the local Rotary Club level. This means that, if career ed becomes a priority on the local Rotary Club program and is successful it is likely to continue year after year. This, too, should be considered in making up our MASTER PLAN.

Ed: We could, operating out of our SEA, conduct separate meetings throughout New York State for each District of Rotary. It wouldn't be easy, but it could be done.

John: Would it be possible to get all the District Governors of Rotary together for a joint meeting at one given time so that we could explain our career ed/Rotary MASTER PLAN to them?

Answer: They don't typically get together for such things.

Sonny: There is a NATIONAL DISTRICT GOVERNOR'S CONFERENCE each year BUT we couldn't possibly hope to get "career ed" on the program for that National meeting.

Walter: Would the District Governors in each State be willing to come together if the State Career Ed Coordinator paid for the meeting?

Sonny: Not necessarily. A very good selling job would have to be done in advance if this were to take place.

Ed: We should, in our MASTER PLAN, make up a whole "laundry list" of ways LEAs and SEAs could make contacts with their District Governors to be put together in a single list.

Ed: Is there any way individuals who are members of Rotary can communicate with District Governors of Rotary expressing interest in and support of career ed?

Vern: Only on a purely individual basis - like Charlie has been doing for years.

Ed: Could this kind of plea to Rotary District Governors come from OE's Office of Career Ed? IF this MASTER PLAN is accepted by all 50 State Career Ed Coordinators, perhaps the 50 State Coordinators, as a single group, could make this kind of contact.

Charlie: I can get my District Governor to write to every other District Governor in the entire Nation telling them about our MASTER PLAN.

Ed: You wouldn't have to use the MASTER PLAN as the "message" if you just tell them the general idea of how we're trying ed, it would be helpful.

Ed: I should think Rotarians might be interested in a communication that shows them several different and unique ways in which individual Rotary Clubs are already getting involved in career ed.

Vern: The MASTER PLAN should call, at the LEA level, for the person responsible for career ed to get to the local Rotary Club through the local Superintendent of Schools who is almost certain to be a member of that Rotary Club.

Walter: We need to distinguish, in presentations made to Rotarians, between presentations that talk about:

- What career ed is; and presentations that
- Specify ways in which we are asking Rotary to join with us in specific career ed activities.

Charlie: Rotarians want to know what you want them to do - how to help students become aware of talents, how to ask questions of adults about work, how to ask for work and keep it and the value of proper choice of a career as a means of life, time, happiness. This helps the Rotarians to understand what true Career Ed is.

Rachel: I think we should give Rotarians a list of the objectives of the LEA career ed plan so they can see what we're trying to do.

Sonny: Rotarians have a pretty good notion of the philosophy behind career ed and are supportive of that philosophy. They don't need to be sold on that philosophy again and again.

IDEA: How to sell Rotary Clubs on Career Ed

Sonny: We faced this problem in 1978. Our final solution was to take the 3-4 people from our local Rotary Club who were willing to go with us and do something that was a little bit successful so that we could have a product to show the other 250 members of our Club.

Ideally, if we could go through this process with 8-10 local Rotary Clubs in our District, it would result in selling career ed to the total District.

When we finish our few videotapes we're currently doing by the end of this school year we will have something to go to our full Rotary Club with and say:

- We have done something
- Here it is; and
- It works.

Our key was to take 3-4 young members of our Club who were willing to put in the time to make it work.

Don: The "rule of thumb" in Rotary is that you don't turn down an assignment. How did you get your assignment, Sonny?

Sonny: My "assignment" started after I was here 2 years ago in our first Rotary/Career Ed miniconference. I talked about that miniconference after I returned and then just started. I had no specific assignment, no budget, nor authority.

Vern: Sonny's position is unique in terms of typical Rotary Club operations. A more typical pattern would be to have "career ed" assigned to one of the standing committees like:

- Vocational information
- Community service
- Youth;
- Etc.

It will go if assigned to one of these "standing committees".

Walter: It looks to me like what you Rotarians are selling is a specific kind of career ed activity not the concept of career ed. It looks to me as though you're seeking a list of things local Rotary Clubs could do not why they should do it.

Examples of things a local Rotary Club could do:

- Build a library of community resources - Example: Charlie Bradshaw's WONDERFUL WORLD OF WORK
- Help teachers understand the world of work - like Sonny's videotapes done for teacher inservice ed meetings
- Videotaping field trips
- Collecting films companies use to orient their new employees
- Etc.

Ed: The development of a set of activities to do without first presenting a brief overview of the total career ed effort would be a mistake.

Rachel: I think we ought to certainly emphasize to Rotary the importance of helping kids understand and appreciate the private enterprise system.

Charlie: The important thing to convince Rotarians of is the importance of youth and the responsibility of the TOTAL community to be of help to youth.

Vern: If we were to make a 20 minute pitch to a local Rotary Club, how much time would you spend on philosophy and how much on possible activities and projects that the Club should consider doing?

Ed: I think we ought to at least give them the major stages of career development.

Charlie: I think if you say "help kids in the classroom understand your vocation" Rotarians and other resource people, in doing this, will get into a wide variety of kinds of career ed activities. Explain that this activity and other ways of doing what the teacher asks us to do such as:

- "One to one" visit with students
- Shadowing; and
- Visit to plant by class etc. in career ed.

Essie: Rotarians need to know something about career ed - maybe we ought to prepare a brief packet for use with community groups including Rotary - to show them that they are already doing some things in career ed but here are more activities they could consider adding. Such a chart should show specific activities under broad categories such as "career awareness", "career exploration" and "career preparation" with a number of suggested activities under each broad heading. This kind of chart could be used with ANY community group - its use would not be limited to Rotary.

Walter: We did something like that with GE. I'll send each person in this miniconference a copy of our report on this.

Ed: We're trying to develop a one page schematic explaining career ed. It has to be something that any "actor" in the total career ed effort can see where she/he fits in.

Essie: AGREE, Everytime I gather teachers, counselors, and administrators together, they ask "what's the difference between career ed and voc ed?" that's where we have to start.

Vern: Essie's idea of a "1 pager" is excellent.

Charlie: The one sentence definition of "career ed" in the Primer is easy to understand.

Walter: Maybe we need something on the concept of career ed for the District Governors of Rotary and something in the form of a set of activities for use by local Rotary Clubs. That is, the materials needed at the District level are different from the materials needed at the local community level.

Ed: All current definitions of career ed are institutionally based. We ought to make one that is youth oriented not institutionally oriented. Lots of people are opposed to schools but few are opposed to youth.

Essie: AGREE. This would have universal appeal.

Ed: Our materials ought to build around a theme that starts out by saying "EVERY YOUTH HAS A RIGHT TO ----"

- Know about the world of work
- Be free to make his/her own career decisions, etc.

THEN, if we had that, we could develop suggested activities, at different grade levels, growing out of these basic "rights" of kids.

I had to sell, for example, GIS to our Intermediate Units across the State. I did it by talking to them about whether or not they feel they have a responsibility to help kids understand the world of work. Let's take, for example, a statement that says "EVERY KID HAS A RIGHT TO JOB PLACEMENT". What can a Rotarian do to help a kid exercise that right?

IDEA: What should each "actor" do in a Rotary/Career Ed "Partnership"?

State Career Ed Coordinators

- Walter: Identify the District Governors who will become President elects beginning in July of 1980.
- Charlie: I'm going to get 2 lists out to each State Career Ed Coordinator:
    - A list of those becoming Governors in July, 1980; and
    - A list of those becoming Governors in July, 1981.
- Sonny: Step II the State Career Ed Coordinator should contact the District Governor and the local Superintendent of Schools in the geographic area where that Governor lives.

- Step III - Use the local Superintendent to make the first contact with the District Governor.
- Step IV - Let the local Superintendent set up the joint meeting involving the State Career Ed Coordinator after he/she has made this first contact with the District Governor.
- NOTE: Some provision has to be made for those Rotary Districts that cross State lines (there aren't many but there are some).
- Step V - In the first interview with the District Governor, the State C. Ed Coordinator should inform him that we have a "speaker's bureau" of Rotarians (at least the people from this miniconference) would be willing to help get it started.

Ed: We should ask the Governor if he has a "speakers bureau" that could be used.

Ed: Each State C. Ed Coordinator should undertake the task of finding a few persons (Rotarians preferably) who could be in such a "speakers bureau" IF the State Career Ed Coordinator were willing to share these so we could compile one big list, it would help.

Vern: Step VI - Convince the District Governor-Elect to make career ed one of their program priorities. Leave each with

- A copy of the ROTARY & CAREER ED monograph; and
- a 1-2 pager summarizing that monograph.

Walter: Step VII - notify local career ed coordinators and prepare them to meet with their local Rotary Club President.

Rachel: We ought to encourage the LEA career ed coordinators to make their first contacts with local Roatry Clubs this Fall - i.e., we should not wait a full year before beginning.

John: DISAGREE WITH RACHEL - some of our LEA career ed coordinators have not yet begun to understand the concept of "community collaboration" let alone engage in it!

Ed: DISAGREE WITH JOHN - I wouldn't be reluctant to ask my local career ed coordinators next week to try making contacts with their local Rotary Club.

Ed: Step VIII - Supply the District Governor with names and addresses of all career ed contact persons in his District.

Local career ed coordinators

- Walter: They should follow the same basic pattern that the State career ed coordinator followed, but at the local level rather than at the District level.

District Rotary Governors

- Charlie: Step I - Ask him to get a good speech set up for the District Conference emphasizing "career ed" as one of his major program priorities.
- Vern: At the District Conference the "career ed priority" should be assigned to one of the "standing committees"
- Charlie: Step III - Make sure the District Governor has a plan to follow up this priority in the meetings he has with local Rotary Clubs during the year.
- Vern: Step IV - make sure the District Governor has a plan for evaluating the effectiveness of this priority.
- Ed: Include, in his monthly memos to local clubs, names of LEA contact persons in career ed - make this Step V.

Local Rotary Presidents

- Vern: They should repeat the same 5 steps we outlined above for District Governors.
- Don: The first thing to do is to sell this as a priority. It's going to have to be a "hard sell". What we need is a 1-2 page abstract of the "ROTARY & CAREER ED" monograph - not the whole monograph.
- Don: With a good 1-2 page summary of the monograph, Vern might be able to get it into the Rotary Magazine - the No. 2 man in Rotary is President of Vern's local school board.
- Vern: He's the number 2 program man in Rotary. I will try to sell it to him.
- Don: It would carry a lot of weight with local Rotary Clubs if this 1-2 page document would appear in the Rotary monthly magazine.
- Vern: If we can get this 1-2 page abstract, it should, in addition to appearing in our magazine, be sent to every District Governor of Rotary in the USA not international.

IDEA: How to get LEA Superintendents involved in planning for local Rotary/Career Ed efforts

Charlie: When I went to see our Superintendent, he immediately called on other staff persons and asked them to work with those of us in Rotary.

Vern: There are some communities where the Superintendent isn't a Rotarian, but a key administrator in that school system is.

IDEA: How to keep Rotary International informed about local Rotary/Career Ed efforts

Vern: The local Club reports to their District Governor and the District Governor reports to Rotary International. SO, if we really do it at the local level, the message will get through to Rotary International.

Charlie: The District Governor is anxious to get good reports from local Rotary Clubs and often isn't fully successful in doing so. IF we can get some really good reports of local Rotary/career ed projects, they will get attention.

IDEA: How to get other Service Clubs to join with Rotary in career ed

Sonny: In our communities, there are several projects now being done on a joint basis with other service clubs like Kiwanis & Lions.

Walter: If Rotary gets much involved in career ed, will this tend to keep other service clubs from doing so?

Vern: There are lots of Lions, for example, who would join us.

Sonny: I don't see this as any kind of major problem.

Miniconference #154

CHAMBER OF COMMERCE AND CAREER EDUCATION

April 1-2, 1980

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Ideas Raised by Participants:

1. How to get a sustained effort going between a C. of C. and an LEA -i.e., something more than a single project.
2. How to get C. of C./LEA linkages going in rural areas.
3. How to get over SEA red tape that makes it hard for the business community to participate at the local level.
4. How to get LEA personnel oriented to what the business community is all about - i.e., how the Chamber can educate the educators about the business community.
5. How to help educators learn better how to use the resources of the business community.
6. How to survey what local C. of C.s are now doing in career ed.
7. How to encourage State Conferences for local C. of C.s to share their experiences in career ed.
8. How to get the Chamber of Commerce officially represented on the State Career Ed Advisory Council
9. How to help C. of C.s understand the nature of career ed - and its specific goals.
10. How to get more help from C. of C of the USA in encouraging local C. of C.s to participate more in career ed.
11. How to get the American Association of Chamber of Commerce Executives to become more involved in career ed.
12. How to get more support from local C. of C.s to re-enforce COCUSA career ed efforts.
13. How to get C. of C./LEA joint efforts to establish Business/Education Councils - and secure training for Council members.
14. How to link LEA/C. of C./NAB efforts in a coordinated fashion.
15. How should a Career Ed Coordinator - SEA or LEA - make initial contact with the Chamber of Commerce?
16. How to help educators better understand the mission of the Chamber of Commerce.
17. How can educators better help C. of C.s understand how the education system works.
18. How to make clear restraints under which both C. of C.s and educators operate.

19. How to emphasize career ed (as opposed to voc ed) in establishing Chamber of Commerce involvement.

20. How to get COCUSA more involved in career ed leadership.

21. How to get Regional Chambers of Commerce operations more involved in career ed leadership.

22. How to get educators and business persons feeling more confortable in relating with each other - and understanding each others' language.

23. How to get the business community involved when career ed is a concept, not a program.

24. How to make clear what the resources of the Chamber of Commerce are for career ed.

25. How to include teacher involvement activities in the MASTER PLAN.

26. How the MASTER PLAN can include community organizations in addition to the Chamber of Commerce.

27. How can the COCUSA re-invest itself in a career ed emphasis.

28. How to help C. of C.s understand the need for career ed in terms of changing population demographics in the 1980s.

29. How to include an emphasis on counselors in a Chamber of Commerce MASTER PLAN.

30. How a Chamber of Commerce/Education effort can include a job placement emphasis.

31. How to include a small business emphasis in a Chamber of Commerce MASTER PLAN.

32. How to include private employment agencies as part of the MASTER PLAN.

33. How do we get a "what's in it for me?" emphasis for both C. of C.s and LEAs in our MASTER PLAN.

34. How to tie economic ed more closely with career ed in the MASTER PLAN.

"Snapshot" Pictures of Participants

Lynn Jensen - Utah

- C. Ed started in Utah 10 years ago - with infusion emphasis for elementary school teachers - ALL are doing it not to some extent.
- Jr. High - hands on career exploration simulation exercises (built with advice and involvement of business/industry personnel).

- Utah has State legislation for career ed ($325,000 this year) PLUS graduation requirements having a "careers" emphasis.
- Utah has a clear tie-in of career ed with economic ed. Chambers of Commerce are involved in Utah.

Harold Vogt - White Plains, New York

- In 1977, our Chamber of Commerce decided to emphasize economic understanding and education - we had little involvement of educators at that point in time,
    - Reached out to SEA, LEAs, community colleges, etc. - found little support for this effort.
    - We established an ECONOMIC FOUNDATION to generate funding for this program.
    - We have not established a BUSINESS/EDUCATION COUNCIL - holds monthly meetings.
- We eventually convinced our SEA to put some career ed money into this effort - lots of "red tape" was involved.

Emiko Kudo - Hawaii

- We have, since 1970, had an infusion model for career ed - it is NOT an "add-on" program in Hawaii.
- Our goal is for every teacher to be a teacher of career ed.
- We have had orientation efforts for most of our 9,000 teachers.
- We have had NAB Career Guidance Institutes for several summers.
- We have a resolution supporting career ed from our State legislature - and some legislative appropriations - Chamber of Commerce helped.
- We now have the Chamber of Commerce represented on our State Advisory Council on Career Ed (with a person, but not an organizational rep)

Larry Ford - Flint, Michigan

- We have a Business/Education Coordinating Council.
- We have a plan to let youth shadow members of the Chamber of Commerce.
- We run Career Conferences 4 times per year - about 150 business persons involved in each.
- We participate with NAB in CGIs - college credit & released time.
- We are now negotiating with Amway Corporation's FREE ENTERPRISE INSTITUTE PROGRAMS -through the AMWAY FOUNDATION.
- We have 70001 Program - heavily supported by GMC.

Doug Johnson - Colorado

- Chambers of Commerce have been prime partners with career ed in Colorado for 7-8 years now.

- We have permissive State career ed legislation - now reaching the end of its 5 year life.
- We have developed 34 BUSINESS/EDUCATION COUNCILS - with training for their members - each locally developed and tailor-made to a particular community - have plans for 130+ more of these.

Rene Martinez - Dallas, Texas

- Factors that have motivated our business community to work with schools.
  - Businesses like to move to locations where a viable school system is.
  - A cost effective school system has appeal to business persons.
  - Businesses increasingly need LEAs to help produce future employees.
  - Employees do better if they can be involved in helping youth.
- Factors that have motivated the LEA to work with the Chamber of Commerce.
  - A need to produce kids who meet labor market needs of the community.
  - A need for professional business input into improving the operation of the Education system.
  - A need for financial and human donations from the business community - (we had over $10 million donations last year in the form of direct and indirect contributions).
  - The need to get the business community to help in selling the LEA school system to the broader community.
  - The need for help of the business community in meeting court ordered desegregation.
- Current involvement of the Chamber of Commerce in Dallas.
  - 1970-1975 (Minimal involvement)
    - Skyline Center aid.
    - C. of C. had a small contract with LEA to supply some staff.
  - 1976-Present
    - Court ordered desegregation increased the C. of C. effort very greatly.
    - We now have a $141,000 contract between the LEA and our Chamber of Commerce to help establish and operate 6 magnet schools plus the Skyline Center.
      - Have 1,000 internships now.
      - 400 Chamber of Commerce persons now serving on 40 Advisory Committees for Career Ed.
      - CAREER MARKET AWARENESS PROGRAM - to recruit kids for the magnet schools - involves bringing all school counselors together for field trips to specific industries closely related to particular magnet schools.

- CAREER ED STUDY TASK FORCE - mostly Chief Executive Officers - they are now starting to review all career ed activities in the Dallas Independent School District.

Linda Olson - Wyoming

- Wyoming has progressed, in the last 10 years, toward a major emphasis on "infusion" in career ed.
- We have had a major emphasis on EBCE - now switching toward general career ed.
- We have 50 LEAs - about 10 of these participating in 95-207.

Madeleine Hemmings - COCUSA

- Started with COCUSA in January, 1980.
- During the last 12 months, the Education Committee of the COCUSA has concentrated much attention on Title VII of CETA - now looking to broaden our mission statement beyond this.
- The business community is concerned about changing population demographics - there will be fewer youth and more adults in the 1980s and 1990s - OBVIOUSLY CLEAR implications for closer involement with schools - i.e., if you're faced with the necessity for employing MOST of the available youth, its important that ALL youth be better prepared for work.
- With fewer community members being parents, it will be increasingly important for the business community to support the school systems.

Idea: How the Chamber of Commerce can educate the educators about the business community

Harold: This is a big problem - not because the education system had no prior contacts with the Chamber - but rather because, in the past, such contacts were typically in the form of statements which said "THIS IS WHAT WE - THE EDUCATORS - NEED FROM YOU - THE CHAMBER OF COMMERCE". The business community reaction was, typically, "THAT'S NICE, BUT WHAT DO THE EDUCATORS REALLY HAVE IN MIND?". When we brought our Business/Education Council together, it was obvious that the educators didn't understand the business community. For example, they regarded the business community as a never-ending source of funds. In addition, teachers couldn't understand why, for example, (a) the Chairman of the Board of IBM wasn't interested in visiting a 4th grade classroom; or (b) why we couldn't get all the money educators could think to ask for. Our breadfast meetings with educators helped to solve this problem. In addition, we conduct a two week seminar in the Summer for 20-25 teachers. With this system, it's going to take a very long time to educate ALL teachers in our community about the real business community.

Doug: I agree with Harold's basic point. I have a concern for how we can get to MORE educators. A newsletter from the Chamber of Commerce may help some. With our high teacher turnover, this problem is sure to be continuing one. On a State level, we should prioritize efforts so we get to larger groups - e.g., perhaps we should be working with teacher education intitutions so that we reach large numbers of prospective teachers before they begin their teaching careers. PRE-SERVICE TEACHER EDUCATION SHOULD, PERHAPS, BE OUR LONG TERM GOAL. The State Career Ed Coordinator could take the lead in making this happen.

Linda: The Chamber of Commerce could contact the universities and suggest they would be willing to conduct sessions as part of preservice teacher education.

Harold: We do this. We went to our universities and asked them to let us teach prospective teachers about business. They were receptive.

Emiko: What are we talking about? Teachers already know basic economics through the courses most of them take - in those courses, they learn a great deal about what business is all about.

Doug: DISAGREE. Most university economics courses teach largely economic theories - not practical things regarding what the business world is all about.

Harold: We used to talk about something called the "social responsibility" of industry - NO LONGER - we now talk primarily about the "bottom line".

Larry: AGREE. It's a matter of survival now.

Emiko: Where would our nation be today if it weren't for profits?.

Harold: In to many places, it's almost a "we against them" kind of relationship that exists between business persons and educators.

Doug: At the local level - in thinking about today's teachers, we MUST think about inservice ed as a practical matter. How can this be done in ways other than such things as (a) breakfast meetings; (b) internships for teachers in businesses, etc.?

Harold: We've tried to encourage businesses to get into schools and say to educators the kinds of "products" they want our schools to produce.

Rene: The crucial thing is to give the business community enough "handles" so that they have a variety of ways in which they might be able to become involved with school systems. The easiest things the business community can do with school systems is "career ed" but there are many other kinds of ways in which they could become involved (such as tutoring, etc.) - all of these need to be mentioned. WHATEVER THE BUSINESS COMMUNITY IS ASKED TO DO MUST BE MEANINGFUL TO THE BUSINESS COMMUNITY ITSELF - THEY CAN'T JUST BE ASKED TO RESPOND TO SCHOOL REQUESTS.

Emiko: Could we develop a basic list of characteristics of the "product" the schools produce in terms of needs of industry - and then leave it to the schools to produce that "product"?

Rene: NO. I'd rather see us talking about "OUTCOMES".

Madeleine: Lets watch it. We don't want Chambers of Commerce setting school policies, do we?

Emiko: We could talk about "COMPETENCIES" that are desired.

Harold: Our employers are willing to take graduates from our local proprietary school, but not from our local high school as typists and secretaries.

Madeleine: DISAGREE. High school kids should be able to produce well enough to meet employer needs.

Emiko: I'd rather see the schools concentrate mostly on giving kids general employability skills.

Rene: I think school systems can give both specific entry level vocational skills and general employability skills. We say we are trying to produce graduates with "marketable skills".

Emiko: I don t want to see youth divided between "voc ed" and "college prep" at the Grade 9 level - they need to be more free to make career decisions.

Rene: The Chamber of Commerce should make sure that the schools know what the business/industry community needs - in terms of both initial vocational skills and general employability skills. For example, Dallas very badly needs now more youth with skills in the hotel/motel field.

Doug: Maybe what educators need to know are some basic facts about the business community - and how to get such facts across to kids. Maybe we ought to zero in here on how we expose educators to skills needed by business/industry - AND how the business community can be utilized by the school system.

Emiko: We need to identify those competencies that ANY school system ought to pay attention to. Educators should then try to produce graduates who have those competencies.

Madeleine: If you ask employers, they will tell you to begin by producing graduates who can read, write, and communicate.

Rene: There are lots of vehicles that can be used. In 1976, we used a community wide symposium to elicit community ideas about what they need from schools. On a more specific basis, we had one school district ask our Chamber to take over one day of their scheduled 5 days of teacher inservice and devote it to the topic of "HOW TEACHERS CAN USE COMMUNITY RESOURCES" - we had 100 educators involved in this.

Madeleine: We can educate educators about how to use the resources of the business community - and how to teach educators what business is all about - AT THE SAME TIME. IT'S NOT NECESSARILY 2 SEPARATE THINGS.

Larry: If a school system wants to work with our Chamber of Commerce I'd suggest they make their first contacts directly with me. I could then refer them to an appropriate staff person in our office.

Larry: One obvious need is for local Chambers of Commerce to develop "career ed" as a high priority item for themselves. This simply has not yet happened in many communities to date.

Doug: To help local Chambers of Commerce get out of the "over use" problem some are now having in terms of school system requests, some Chambers are now organizing and operating RESOURCE CENTERS through which the school system can come to them. Some system is needed that ensures the teacher request goes from (a) the teacher to the building principal; (b) from the building principal to the Resource Center of the Chamber.

Harold: We established a RESOURCE CENTER at one of our local universities. It was organized and staffed by Chamber of Commerce personnel, but physically housed at the university.

Larry: We get a "head tax" fee of 10¢ per student from each of the 21 school districts in our area - and then match it with career ed contributions from the private sector. This gives us career ed operating funds.

Rene: It can work both ways. In 1976, we raised $175,000 from the Chamber of Commerce and gave it to the school system but, now the school system gives money each year to the Dallas Chamber of Commerce through a contract.

Emiko: The Chamber of Commerce ought to provide the schools with a list of career competencies which each graduate should possess.

Madeleine: We have a "Survey Center" in the COCUSA that works with the Gallup Poll to get answers to questions such as these - but we've never yet asked that particular question.

The 10 basic "employability skills" of career ed include: (a) basic academic skills; (b) good work habits: (c) positive work values; (d) basic understanding and appreciation of the private enterprise system: (e) self-understanding and understanding of education/occ. opportunities; (f) career decision making skills: (g) job seeking/finding/getting/holding skills; (h) skills in making productive use of leisure time through unpaid work; (i) skills in overcoming bias and stereotyping: and (j) skills in humanizing the workplace for oneself. WHAT WOULD THE BUSINESS COMMUNITY SAY ABOUT SUCH SKILLS?

Rene: The business community would say these are the skills they need BUT they wouldn't use that kind of "educationese". Instead, they would say things like they want youth who "dress neatly", "follow orders", etc. - would mean essentially the same thing.

Madeleine: Until we're willing and able to start by dealing with the reading/writing/communication problem, we won't get anywhere in terms of meeting the needs of the business/industry community.

Doug: The business/industry community supported career ed strongly 5-7 years ago when we first proposed that we would try to give youth these kinds of employability skills. Since that time, career ed has proven convincingly that it can deliver such skills to youth - IF THE BUSINESS/INDUSTRY COMMUNITY WILL JOIN AS PARTNERS WITH THEM. Now, it seems that, in spite of such successes, many business/industry persons are getting tired of the term "career ed" - in spite of the fact they continue to want the general employability skills of career ed. Maybe we need a new "face" - a new term to replace the term "career ed".

Larry: AGREE that a new emphasis may be needed - but not necessarily a new term. That is, 5-7 years ago, the business community joined educators as partners in doing things for kids. More recently, we joined in doing things for teachers and counselors. Now, we hear many sayings we ought to extend our efforts still further so we can reach parents.

Idea: How to get more help for COCUSA in encouraging local Chambers to participate more actively in career education.

Larry: The COCUSA has a need for support from some outside agency if they are to either enlarge on their current career ed priorities or if they are to change their priorities. If our MASTER PLAN asks the COCUSA to work more actively in career ed, I think the COCUSA will pay attention to such request. We should put such encouragement in our MASTER PLAN and communicate it to the COCUSA.

Madeleine: AGREE. State Career Ed Coordinators can't, of course tell the COCUSA what to do BUT they can say that (1) career ed is very important; and (2) State career ed coordinators really do need help from the COCUSA.

Harold: Such a communication must include more than simply a plea for help. In addition, it must say what kind of help is needed.

Rene: The COCUSA weekly newsletter - that goes to all State and local C. of C.s - could conceivably carry occasional articles relating specific systems in career ed "partnerships".

Larry: Another idea would be to suggest that Dr. Lesher's weekly TV program series include one program aimed specifically at career ed.

Doug: Let's get our tasks straight here. We now seem to be talking about producing two things: (a) a position paper from this group to go to the COCUSA: and (b) a "how to do it" set of strategies in a MASTER PLAN to go to State Career Ed Coordinators and to local Chamber of Commerce persons - perhaps through their State Chambers of Commerce.

Harold: You can't count on the MASTER PLAN getting from a State Chamber of Commerce to a local Chamber of Commerce.

Rene: AGREE WITH HAROLD. We don't even have a State C. of C.

Rene: How active are the C. of C. Regional Offices in career ed?

Madeleine: It varies.

Emiko: I'd rather see our MASTER PLAN go to local Chambers of Commerce from the COCUSA than from their State Career Ed Coordinator.

Rene: There are a number of ethnic Chambers of Commerce in certain cities, each of which should be involved in career ed.

Harold: In thinking about local Chamber of Commerce relationships with the COCUSA, its important to remember that, to C. of C's., "affiliation" means "membership" - BUT it doesn't, in any sense, mean "control".

Emiko: I note that drafts of some other MASTER PLANS now finished say nothing about vocational skill training. WHY NOT? To us in Hawaii, "vocational education is a component in "career education". I spent 4 hours one day with a newspaper editor who wanted to understand what "career ed" is. He concluded that career ed is "total education" - and made a fine speech about it.

Larry: Will eventually be able to secure copies of all 20 MASTER PLANS, take them out to our local communities - then put together an ideal local plan and ship the completed "MASTER PLAN" back?

Harold: By diffusing community action through making separate MASTER PLANS for each of 20 community groups, you are defeating yourself. If you, for example, wind up asking both Rotary and the Chamber of Commerce to "coordinate use of community resources", the Chamber of Commerce is very likely to say "FINE". LET ROTARY DO IT." That would be self defeating.

Harold: If a State Career Ed Coordinator wanted to use the Chamber of Commerce MASTER PLAN selectively in his/her State, he/she could simply write to the COCUSA and ask where the most active Chambers of Commerce in that State are located.

Lynn: The MASTER PLAN ought to be a simple, straightforward document which, for each National organization, says clearly: (a) who they are; (b) how they work; (c) what they have done in career ed; (d) how State and local career ed coordinators can work with them. It shouldn't get more complicated than that.

Harold: A few years ago, the COCUSA distributed a booklet entitled "TOTAL COMMUNITY DEVELOPMENT" - that would be a good publication to study this MASTER PLAN is being put together.

Madeleine: I can - and will - put together some material regarding what the MASTER PLAN should say about the COCUSA. Doug can then insert that material into his first draft copy of the MASTER PLAN for all of us to review.

Idea: How to get educators and business persons feeling more comfortable in relating with each other - and understanding each other's language

Larry: We have some artificial barriers that need to be broken down - many of them are simply language barriers.

Rene: We need to emphasize strongly that what our MASTER PLAN seeks is a joint effort - its NOT a "US VERSES THEM" kind of thing. Down the line, there needs to be a clearcut line of communication spelled out - i.e., who reports to who in each system - and who should communicate with who.

Harold: Educators need to understand that things that affect the business community will surely also affect the education system - and vice versa. It's a 2 way street in which both should be interested in what is happening to the other.

Emiko: Our MASTER PLAN should include some example of career ed projects that are now working as Chamber of Commerce/LEA joint efforts. One advantage of including such examples would be to illustrate the variety of interests and potential that exists among different Chambers of Commerce. For example, our Phillipine Chamber of Commerce wants to create scholarships to send kids to college - whereas another of our Chambers of Commerce wants to link with our school system to set up career exploration work experience opportunities for students. Both things could be valuable, but they are very different in nature.

Rene: It's important that the local Chamber of Commerce make a commitment to the School District - and vice versa. There should be a STAFF person from the Chamber charged with communicating with the school district and a STAFF PERSON from the school district charged with maintaining communication with the Chamber of Commerce.

Unless the Chamber of Commerce has a special Education Department, the local career ed coordinator should initiate contacts with the local President of his/her Chamber of Commerce. (Note: The "President", as I'm talking about it, is the chief executive officer for the Chamber).

Harold: Most local Chambers don't call their chief executive officer the "President" - a more common title would be "Executive Manager".

Rene: If a local Chamber of Commerce doesn't have an "Education Department" or an "Urban Affairs Department", the local career ed coordinator may find that a "Public Affairs Department" exists that, among other things, includes "education". There are a wide variety of ways in which the interests of education are represented within the organizational framework of local Chambers of Commerce.

Lynn: I see many Chambers of Commerce who, today, appear to be copying what Chambers in other parts of the nation are doing. This convinces me our MASTER PLAN should include some examples of what some local Chambers of Commerce are doing in career ed.

Rene: We need some State Conference for Chamber of Commerce "types" centered around the topic of "PUBLIC EDUCATION" - Note: NOT just around "career education".

Larry: We've had our local Chamber of Commerce people visit a wide variety of communities in other parts of the nation to see what other local Chambers of Commerce are doing. It been a very valuable thing for us to be able to do this.

Lynn: If such visits are to be made, they should be "team" visits that include both educators and persons from the Chamber of Commerce - in that way, both could see and become convinced of a "good thing" they want to do back home together - thus avoiding the necessity of one trying to "sell" the other once they get back home.

Larry: AGREE that would be a good idea - but we weren't able to do it under our Foundation grant.

Idea: What direction can we give State career ed coordinators in terms of dealing with Chambers of Commerce?

Doug: Close to 60% of today's State Career Ed Coordinators weren't around 7-8 years ago when the COCUSA first became involved in career ed. They need to know what to do.

Harold: I would tell them to identify, through their State Chamber of Commerce - or through COCUSA - where the "MOST ACTIVE" local Chambers of Commerce in their State are located. Basically, what you're looking for is the largest local Chambers in the State. The State Chamber of Commerce is typically located in the Capitol city of the State. The State Chamber is NOT the critical contact. State Career Ed Coordinators of Career Ed are going to have to contact each of the key local Chamber Executives.

Larry: A State Chamber of Commerce typically concentrates its efforts on things like State politics - not on coordinating or providing professional leadership to local Chamber efforts.

Harold: The State C. Ed Coordinator may wish to attend one of the meetings held in the State for CHAMBER OF COMMERCE EXECUTIVES. In most States, 2-3 such meetings, on a Statewide basis, are held each year.

Emiko: At one time, we had an ad hoc career ed committee for our local Chamber of Commerce. However, once they had completed the action agenda that led to their formation, that ad hoc committee was dropped.

Larry: Chambers of Commerce are primarily small businesses. They can't be all things to all people. The State C. Ed Coordinators MUST get to the key Chamber executives at the local level. That Executive has some influence over the actions and thinking of their Boards of volunteers.

Harold: Even in a State as large as New York, the total number of key local Chambers that would have to be covered wouldn't exceed 15. The priority should be on those Chambers that are accredited.

Larry: Disagree. Not all good "career ed type" chambers have chosen to seek accreditation from the COCUSA.

Harold: The COCUSA has an accreditation procedure for local Chambers. About 400 of the 2,600 Chambers who belong to COCUSA are cureently accredited - another 2,400 local Chambers are not only unaccredited but, in addition, don't even belong to COCUSA.

Emiko: What are the advantages in a local Chamber being accredited?

Larry: Pride.

Harold: Major corporate interest. This just one indicator State Coordinators could use in determining the "most active" Chambers. It is NOT the sole indicator that should be used.

Doug: We need to look at the "MORE ACTIVE" Chambers - NOT just the ones who are accredited.

Larry: You can't just look for which local Chambers have "Education Committees". As a matter of fact, one of career ed's goals in making the linkage may well be to encourage such Communittees being formed the local Chamber.

Harold: There is a trend in the Chamber movement to move away from "Standing Committees" and toward using primarily ad hoc committees to perform specific assignments at specific times.

Rene: The Dallas Chamber has both "standing" and "ad hoc" committees.

Rene: "Ad hoc" committees have an appeal to business persons who like to have a specific charge which is to be accomplished in a given time frame and them dismissed.

Madeleine: The MASTER PLAN should let the State Career Ed Coordinator know the variety of ways in which the local Chambers work BUT it should not list such things as (a) projects in career ed that should be undertaken or (b) how a Chamber should form a career ed committee. The autonomy of the local Chamber is important.

Lynn: Before going to the Chambers in his State, the State Career Ed Coordinator MUST survey the LEAs to see what involvment they already have with their local Chambers.

Harold: That won't always work. For example, our own local Chamber covers 33 LEAs.

Madeleine: We must find some way of reaching out to that business community which is closest to the LEA - even if it is only part of a large Chamber.

Rene: Let me give you two examples. Both are currently facing critical problems in desegregation. One example is a situation where the local Chamber was "dragged" into Dallas by educators to see what we are doing - and they concluded that they, too, should use career ed as a vehicle for solving desegregation problems. The second example is one in which the local Chamber still refuses to recognize ANY responsibility for helping the schools to resolve their desegregation problems. The "reluctant" local Chambers are ones who are skeptical about such problems as (a) school desegregation; (b) school funding problems, etc - its true that some Chambers contend that such problems are ones that the local Board of Ed must resolve and that we, the Chamber, need not be concerned in any way about it.

Doug: What are some of the things that the State Career Ed Coordinator shouldn't do in dealing with Chambers of Commerce?

- Don't expect to get a lot of money from them.
- Don't come to them with bundles of paper keep the paper short.
- Don't expect the Chamber Exec to know much, if anything, about career ed.
- Don't expect the Chamber to help you unless you clearly do something for them.
- Don't talk to Chambers only about long range plans - get some action items with firm, finite time guidelines.
- Don't expect Chamber policy to be made in a single day.

Madeleine: We could get copies of the two COCUSA career ed booklets for each of the 50 State Career Ed Coordinators.

Doug: Is there a single source where we could summarize what local Chambers are now doing in career ed?

Madeleine: We could survey them to get that information.

Emiko: State Career Ed Coordinators should be able to collect these kinds of data themselves.

Madeleine: We in the COCUSA have a multi-year effort to do in career ed. For us to simply sent local Chambers a letter asking them what they've been doing in career ed would be a very small part of what the COCUSA Now should do in careered.

Rene: AGREE - but - Madeleine could start with a letter to local Chambers asking for examples of their involvement in career ed. Then, based on replies received, she could start a kind of "share and steal" newsletter on career ed that would help spread the word about what is going on - a least among local Chambers who have some interest in this. (NOTE: IMPORTANT IDEA).

Madeleine: AGREE I could start something like this, but I can't guarantee I will have the resources to keep it going.

Rene: Even if you can't do a formal "newsletter", some information could surely be shared from one Chamber to others.

Doug: A combination of whatever Madeleine can do plus a "quick and dirty" survey of State Career Ed Coordinators might produce enough good examples for us to use.

Lynn: Some State Career Ed Coordinators may know no examples.

Rena: Official "policy statements" from local Chambers aren't developed and approved easily or quickly. They take time - It's the same problem LEAs face in getting policies approved by the Board of Education.

Idea: What can a local Chamber of Commerce do in career ed better than any other kind of community group?

Harold: Most Chambers pride themselves on being able to work with the business community. If the LEA Career Ed Coordinator started with any other community organization in an effort to establish relationships with the business community, it would turn the Chamber off.

Rene: What is the LEA career ed coordinator to do if she/he finds an inactive Chamber in the community?

Madeleine: In such cases, the Chamber would probably refer the career ed coordinator to some other group - like Rotary.

Doug: One community I know didn't have an active Chamber. When we talked to them about career ed, it "activated them" to the point where they grew from 17 to 124 members.

Harold: Where there is an active Chamber, the FIRST contact by the LEA should be with that Chamber.

Rene: I would, as general recommendation, urge the LEA career ed coordinator to survey the business community. IF the Chamber seems like the appropriate resource, then use it. If not, don't.

Emiko: Our MASTER PLAN should not preclude working with subgroups in the community without necessarily going through the Chamber. For example, simply knowing a key business executive well is an important resource that shouldn't be missed - even one person may be the key.

Doug: We should, in our MASTER PLAN, make meeting with local Chambers a priority buy NOT an auotmatic necessary first step.

Idea: How can an LEA use 95-207 funds with the Chamber of Commerce

Larry: The proof of the pudding is in the eating. The Dallas Chamber of Commerce career ed effort is successful because the LEA funds it. Chambers of Commerce struggle with dollars too. We need to get a plan by which LEAs can negotiate contacts with their local Chamber. Its going to be very hard to do what needs to be done unless this happens. The return on such an investment - to the LEA - would be terrific. IF the LEA has true commitment to career ed, they should do this. Maybe, if the LEA doesn't have hard dollars, they could help some by contributing, for example, a part time staff person to work at the Chamber office.

Harold: Seed money has a powerful effect in getting projects started. A local Chamber can find money to keep a good project going easier than it can find the seed money needed to get it started. (NOTE: IMPORTANT POINT)

Larry: I have to judge everything I do, as a Chamber Executive, in terms of dollars. That's reality.

Harold: I typically look for the "seed money" needed to get something going for 1 1/2 years. If it works, I can find other ways to keep it going after the seed money runs out.

Doug: We find it takes businesses sometimes over a year before they can donate funds to anything - there are many stages to approval.

Rene: Local educators and business persons, once they decide to form a partnership, both need to look at their budgets and see where the money needed to make the partnership work can be found. (IMPORTANT)

Harold: A lot of our local community people objected to grants going from our LEA to our Chamber of Commerce. As a result, the grant went to a local community college and they, in turn, made a contract with the Chamber of Commerce.

Rene: We're not talking about big money. The Chamber, a few years ago, was receiving $30,000 from our LEA - and matching it with inkind contributions from the Chamber itself. We did very well with that.

Larry: If you look at our local Chamber career ed effort over the past 7 years, you will see we've been pretty stagnet - primarily because we've had no new money with which to expand our efforts.

Doug: The idea of contracting with a Chamber of Commerce for a "start up" effort - and then depending on other funds to sustain it is sound.

Rene: AGREE. The key is whether or not career ed is a priority with the Board of Education.

Lynn: I see two problems. In Salt Lake City, with Project BICEP, business people told us that they are making contributions to BICEP of people, time, and space BUT they then expected the LEA to pay the additional financial costs. The "other side of the coin" is that many LEAs want to do career ed - without dropping anything they are now doing - and at no additional cost. THAT CAN'T BE DONE. IT'S A PROBLEM THAT MUST BE FACED AND SOLVED.

Larry: In our area, one local company spent $100,000 supporting career ed in our LEA. They are now having problems with this effort.

Madeleine: What we should do is put the pressure on LEAs to spend some of their money on career ed - rather than on some of the things they now do that don't work. We in the Chamber need to take a more active role in DEMANDING that schools spend some of their resources on career ed. (IMPORTANT POINT)

Rene: In many parts of the Nation, no tax increases can now com for Education. However, in some places (like Dallas), there will be new tax increases for Education. In any event, in looking at the LEA, what the business community wants to see is good management.

Doug: An important part of the problem is convincing Superintendents that the career ed approach to educational change will work - and, furthermore, that, if they try it, it will get community support.

Emiko: We in Education have "guns to our heads" to do things such as (a) bilingual ed: (b) handicapped ed; (c) programs for alienated kids - etc. If career ed funds are to be found, they will often have to be viewed as "solution system" funds for these "mandates of the moment" that Superintendents face - and MUST solve. (IMPORTANT POINT)

Madeleine: Who's going to go first - the LEA or the Chamber of Commerce?

Madeleine: The business community may have to create a "gun to the head" for school systems with respect to career ed.

Larry: The business community IS going to have to become more active in combatting the bureaucracy.

Madeleine: The Congress - among others - is becoming increasingly convinced that the Education system, as it now exists, doesn't work.

Madeleine: We, in the Chamber, have to convince business persons that, when the demographic crunch comes in the 1980s, there won't be enough kids so that we can afford the luxary of refusing to hire some of those who apply to us for jobs. We're going to have to take all of them to fill our needs. This makes it imperative that business become more concerned about changing the education system.

Emiko: DISAGREE. I'm tired of hearing people say that schools aren't producing what they should be producing. The fact that unemployment is up isn't the fault of the schools. Our problem is how to do better with what we have. Educators are the first to admit that improvement if needed - but that's quite a different thing from saying we're no good and society should have no confidence in us.

Idea: How do we get a "what's in it for me?" set of statements for both Chambers of Commerce and LEA?

Emiko: Schools cannot be everything to everybody. We in the schools need to work with the Chambers of Commerce to equip kids with the kinds of competencies they need in the world of work. What does the Chamber want from us that we could contribute? As I understand it, they say they want our graduates to (a) understand the free enterprise system, (b) possess good work habits, etc.- schools can do this IF Chambers help us produce such products.

Rene: Let me list what top business leaders in Dallas said were important reasons why businesses and schools need to work together:

- Good citizens.
- Attracting businesses with a fiscally stable school system.
- Neighborhood restoration.
- Graduates with saleable skills.
- Graduates with the ability to continue their education once they begin to work for an employer.
- Improving the image of the community.

The key point is these kinds of "products" can be realized ONLY IF THIS PARTNERSHIP IS FORMED.

Emiko: I need to get a clear notion of what the school system contributes to the business community.

Harold: The LEAs could offer to do such simple things as helping supply manpower to their local Chamber when the Chamber is making some of its many community surveys. This would be of concrete help.

Doug: Some Chambers look at schools as though the LEA isn't eligible to be a member of the Chamber - in spite of the fact that, in many communities, the LEA is the largest employer in the community.

Rene: Not in Dallas. The LEA is a member of the Chamber.

Emiko: We worked with an ad hoc committee of the Chamber recently on their "ANTI-SHOPLIFTING CAMPAIGN". I think that was a contribution.

Rene: An example of what the Chamber does for the LEA can be seen in the luncheon our Chamber puts on each year for our new teachers.

Emiko: Schools can contribute to their local Chambers through supporting activities such as JUNIOR ACHIEVEMENT.

Miniconference #155

ASSOCIATION OF JUNIOR LEAGUES AND CAREER EDUCATION

April 8-9, 1980

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Initial Ideas Raised by Participants

1. How to increase sharing and communications between Junior League and other community groups who are partners with schools in career ed
2. How to get State Conferences on Junior League/Career Ed linkages
3. How to involve LEA career ed coordinators in teaching the Junior League Career Development Course to teachers - as career ed inservice
4. How to use Junior League members with classroom teachers in joint efforts to provide career development opportunities to youth
5. How to integrate Junior League materials and programs with career ed efforts, rather than as a separate "add on" package
6. How Junior League can helped to link with schools by looking at identified career ed needs of youth
7. How to use Junior League/university linkages to teach career development to teachers and to counselors
8. How to use teachers trained in career development through Junior League efforts as entrees to help get Junior League members in schools
9. How to help Junior League members appear to be able to give LEAs something they can't do themselves and that they recognize they need
10. How to use trained volunteers from the PTA as resource persons to teach the Junior League career development course
11. How to link the Junior League career development materials with counselor efforts to help individual students in career development
12. How to systematically "transition" the Junior League career development course from
    - Jr. Leagues only;
    - Team teaching ; to
    - teachers trained by Junior League teaching the course
13. How to use Junior League to recruit and train community volunteers for career education
14. How to do regional training within a State so that some training can be provided in LEAs where no Junior League exist
15. How to use a joint Junior League/career ed effort to encourage the "reluctant" Superintendents to open their school systems up to legitimate community groups

16. How to use Junior League efforts to further increase community resources needed for implementing career education

17. How to convert the Junior League career development effort into a sustaining effort of the LEA

18. How to put a Junior League resource person into the LEA to help infuse career ed on a total K-12 basis (with Jr. League funds)

19. How to use Junior Leagues as a coordinating force for a true community collaborative career ed effort

20. How to include Junior League members in additional career ed inservice done with employed educators (so Junior Leaguers themselves can get better training)

21. How to promote volunteerism through Junior League in ways that involve members of both sexes

22. How to involve Junior League in career ed needs assessments

23. How to get the 10 day Junior League career development course infused into a total K-12 career ed effort

24. How to write the Junior League career development course into goals and objectives consistent with those of the K-12 career ed system

25. How to make Junior League part of the sustaining career ed effort (in view of the fact that Junior League project activities are typically rather short term in nature)

26. How do we ensure that students who have had the Junior League career development course and are now in internships have a real readiness for the internship?

27. How to use Junior League as a vehicle for selling career ed, as a community effort, to other segments of the community

28. How to use Junior League efforts as a way of encouraging LEAs to do career ed rather than using Junior League efforts as an excuse for the LEA to continue to do essentially nothing in career ed

"Snapshot" Pictures of Participants

Gloria Hoffman - Rye, New York

- Teaches a mandated career development course in a high school as a paid employee.
- Teaches the Jr. League career development course also in another high school as a volunteer.
- Also involved in teaching adults the Jr. League Career Development Course

Carol Ritz - Ohio

- Taught in Warren, Ohio - 1st school in Ohio funded for career ed (1969)
- Career ed is being widely implemented now throughout Ohio through a combination of some funded individual school districts coupled with funds to some consortiums of school districts (to be used for planning work)
- Also working now with 5 universities - each with a different task aimed at designing various kinds of models for implementing career ed

Marian Adair - Fort Wayne, Indiana

- Started as a volunteer in Junior League
- Now working as a paid educator in a university
- Linked with some universities to provide the Junior League career development course as a part of a larger course in career development - course made available to teachers and counselors at no cost to them - cost Jr. League $35,000
- Once teachers were trained in this university course, Jr. Leaguers then went into their schools to work with them in career ed.

Rhonnie Newton - Columbia, South Carolina

- Is currently serving on the Junior League AREA COUNCIL responsible for the Southeastern Region of the Nation.
- Has taught the adult model of the Jr. League career development course to many segments of the community including adult ed classes.
- Went into both a public and a private school and 11th and 12th graders in the private school. In the public school we taught the classes as part of the Sociology course.

Nancy Harris - Illinois

- We have used our 95-207 funds to set up 7 Intermediate Units (IUs), each of which services a number of LEAs.
- Have been training IU staff to encourage LEAs to use a variety of kinds of funds - not just 95-207 funds to implement career ed.
- Illinois's 19 career guidance centers funded through VEA include adults as well as youth in their service population.

Mary Karr - Daytona, Ohio

- Has been working with both the adult and the youth model of Jr. League's career development course.
- Has used the youth model primarily in occupational education classes.
- Now moving toward developing a procedure where the Junior League career development activity can become part of a sustaining career ed effort of the LEA.

Laura Kiscaden - Minnesota

- Career ed, in Minnesota, has grown pretty much as a "grass roots" thing.
- Our 95-207 funds are working through 9 IUs, each of whom works with a number of LEAs.
- I am involved in Title IX EEO regional workshops as well.
- Currently also doing workshops linking science ed/career ed.

Linda Urquhart - Spokane, Washington

- Our program started by trying to get directly involved with the schools - we had worked with our LEAs previously on a number of other kinds of projects so it wasn't difficult for us.
- We sent our trained Junior Leaguers first into the 11th grade to teach our career development course to students in Applied Home Economics - on a pilot basis - found very positive reactions.
- Beginning last Fall, we expanded our efforts to cover 1,500 youth. Our goal is to get the LEA so excited about our career development course that thet will take it over for themselves.

Bob Weishan - Michigan

- Career ed, in Michigan, is good in some places and lousy in others.
- Like other States, Michigan is currently suffering through some tough financial problems in keeping career ed going.

IDEA: How to increase sharing and communications between Junior Leagues and other community groups who are partners with schools in career ed

Gloria: Some 95-207 funds, in every State, should be set aside for purposes of implementing a vehicle for communicating among schools and various kinds of community groups involved in implementing career ed. That kind of communication were to be sent to LEAs regularly through their State Career Ed Coordinator. Any communication is helpful when the objective is a community effort.

Carol: It might not be as helpful as you think - i.e., the State Career Ed Coordinator can communicate to the local career ed coordinators BUT perhaps neither can influence the local school district to work with a particular organization.

Nancy: AGREE WITH CAROL. State Career Ed Coordinators are primarily "brokering agents". Our best bet would be to first use Junior League as a career ed resource and then collect evidence to prove how valuable Junior League can be to LEAs wanting to implement career ed.

Gloria: Career Education teachers need communication from the State Career Ed Coordinator telling what's going on in career ed in the State. In addition, our MASTER PLAN should include a provision for State Career Ed Coordinators to send such a newsletter our to community groups including Junior Leagues who are "partners" in implementing career ed.

Mary: This would be easy to do - i.e., the Junior League Directory of members is compiled by State and is readily available.

Gloria: Of course, you would have to get similar directories from other participating community organizations - e.g., Rotary, Chamber of Commerce, etc. but that shouldn't be hard.

Nancy: DISAGREE. We found, for example, one community in which over 40 community groups were involved in implementing career ed - (and Junior League wasn't one of them!) - to think of mailing out, on a Statewide basis, to ALL community groups in the State involved somewhere in implementing career ed would be a very difficult task indeed.

Nancy: Personally, I find myself innundated with "newsletters". Of all of the things I DON'T need, its another "newsletter"! It would seem better to me to attempt to take advantage of all existing newsletters and, where appropriate, slip something on career ed into as many of them as possible that's true infusion!

Rhonnie: IF such a newsletter were to be produced, would its primary content goal be:

- sharing of practices that could be tried by other communities; or
- serving as a catalyst to encourage still wider community collaborative efforts in career ed?

Gloria: Both.

Rhonnie: There are two quite different audiences involved here. Its quite a different task to write something for those "looking for new ideas" as opposed to writing something that is designed to motivate persons to begin to become involved.

Gloria: The need I seek to meet is very simple and straight forward i.e., simply one of helping LEAs take advantage of ALL existing community programs that could be of help to them in career ed. As of now, in too many communities, too many such community resources continue to be ignored by LEAs.

Rhonnie: Would it be feasable for each State Career Ed Coordinator to publish a newsletter that tells local communities what's going on in career ed in various community agencies and organizations?

Nancy: There are some practical problems involved in reaching LEA career ed "types". For example, protocol demands that communications to our LEAs from our SEA goes through the local Superintendent of Schools. Second, I do not now have and don't know how I could possibly get exact names and addresses of ALL LEA persons now serving as "career ed coordinators".

Bob: In Michigan, we don't have that problem. By law, we DO have a name and address for a "career ed coordinator" in each LEA.

Laura: We already have State newsletters in our State for many different kinds of community groups. All we would have to do would be to get some "status of career ed" types of things into each of our many existing State newsletters. That would be a better approach for our MASTER PLAN than a separate "State Career Ed Newsletter".

K.B.: DISAGREE. I think I get some special mileage out of doing my "holiday memos" just around career ed - I just don't think I'd reach the career ed "troops" adequately if I tried to put things in a wide variety of kinds of existing newsletters.

Marian: Perhaps there could be a State Advisory Council for Career Ed with reps from many community groups who could and would publish this kind of newsletter.

Mary: DISAGREE. The State Career Ed Coordinator should be the prime communicator here.

Gloria: We're limiting our discussion here too much to only those LEAs receiving 95-207 funds. The kind of communication I'm talking about should go to ALL LEAs in the State whether or not they get 95-207 funds or even have ever heard of career ed!

Bob: As part of our MASTER PLAN should suggest to each State Career Ed Coordinator that initial contact be made with the Junior League in the State Capital the same city where the State Coordinator works. There's a Junior League, I believe, in every city that is a State Capital.

Mary: AGREE. Junior Leagues are always listed in the white pages of the telephone directory.

Marian: Any Junior League has the complete Junior League Directory and so could supply names and addresses of persons to be invited to your State meeting.

Linda: We're talking in too narrow a fashion here. We need to expand our thinking and our discussion beyond simply Junior League/Career Ed relationships and consider the broader question of how both of us link more effectively with all other kinds of community organizations.

Mary: AGREE. We ought to ask, at the National Conference, that all 20 of the community groups involved in this series of miniconferences supply a list of local contact persons names and addresses which EACH of the other 19 community organizations as well as the Education system could use to amke linkages.

Rhonnie: AGREE. That idea ought to be included in our MASTER PLAN. Junior League, in many communities, is the most appropriate organization to function as a "convenor" of all others.

Nancy: If the MASTER PLAN we are making up here is primarily for use by State Career Ed Coordinators, why shouldn't it call for the State Career Ed Coordinator to be the "convenor" of all these community organizations? I DO think such a "community organization conference" would be an excellent idea too often, our conferences wind up being "educators talking to educators" - it would be really neat if a part of our MASTER PLAN called for a Statewide "community organization conference".

Rhonnie: AGREE. That sounds logical to me.

Mary: AGREE. This *is* an appropriate role for the State Career Ed Coordinator to play.

Linda: AGREE. It would be a good "drawing card" if the State Career Ed Coordinator, in issuing invitations to attend such a meeting, were to promise that, at that meeting, participants will be given opportunities to share:

- names of local contact persons for other community organizations; and
- some good examples of career ed materials produced by various community organizations.

Mary: More and more, I hear top corporate executives making remarks indicating their interest in the kinds of things career ed stands for. Their foundations might help pay for making career ed a National rather than simply a Federal effort. Such people are really the "movers and shakers" in their local communities. They *should* be approached to help make career ed happen". They stand to benefit from more productive, better motivated employees.

Rhonnie: If you want to follow Mary's idea and get to the corporate community, you need two things when you approach them:

- a bonafide program; and
- a plan for getting that program brought to the attention of the corporate community.

Career ed "types" in LEAs seem to be lacking the "plan to get to the corporate community".

Gloria: Junior Leagues *do* have contacts with the corporate sector.

Mary: My contacts with corporate executives come primarily because I serve on so many boards not because I'm in Junior League OR because of my husband's job.

Gloria: A lot of my valuable community contacts are with men and women who have taken the adult career development course that I teach.

Bob: Let's look at a different problem. Junior Leagues say they "need" an entree into the schools. Career ed "types" say they "need" entree into the broader community. IF Junior League and career ed "types" in LEAs link together, could not each better accomplish its goals?

Mary: The objective we should seek to share is that we both exist in order to be of help to youth.

Rhonnie: AGREE WITH MARY. Our MASTER PLAN should concentrate on emphasizing the *quality* of the Junior League Program *not* the ways in which LEAs can "use" the Junior League Program for purposes of gaining access to the broader community.

Carol: 10 years ago, when we first started forming local "CAREER ED ADVISORY COUNCILS" we didn't know who to invite to serve on the committee or what such Councils were to do. *Now* we know what we need an Advisory Council to do. As a result, we also know better who should be invited to serve on them.

Nancy: AGREE- but State Career Ed Advisory Councils don't exist in every State the way we would ideally like to see them. For example, in Illinois, ours is a subcommittee of the Illinois State Advisory Council For Vocational Education.

Bob: Lets get back to our "communication" idea. So far, we've suggested 3 ways of communicating:

- a State Career Ed newsletter
- exchanging lists of names & addresses among community organizations; and
- individual newsletters to be issued by each organization with some careee ed "news" in each.

Rhonnie: It should be easy to start a State Career Ed newletter after our National meeting in August-i.e., all 20 organizations will be there and we should be able to communicate the MASTER PLAN, give examples of successful local programs, and establish contacts with the different organizations. This newsletter would be done on a statewide basis.

Linda: AGREE. A newsletter could definitely be one "product" of our upcoming National meeting culminating this series of miniconferences.

Nancy: Gloria's original idea, as I understood it, was for a State career ed newsletter aimed at providing LEA career ed coordinators with ideas of how other communities are finding ways of forming "partnerships" with various kinds of community organizations.

Gloria: AGREE WITH NANCY. The kind of newsletter I have in mind should be done on a Statewide not on a National basis.

Mary: The idea of a "career ed communications newsletter" ought to be a part of the Junior League MASTER PLAN. This doesn't mean that Junior League has to be the "star" nor that it even wants to. Rather, we're saying that such a newsletter is needed and Junior League might participate in helping to make it a reality.

IDEA: How to use Junior League/university linkages to teach career development to teachers and to counselors

Marian: We were lucky, when we started, to find two professors in nearby universities already teaching courses in career development. Our Junior League paid the salaries of those professors along with the tuition and textbook fees for participating teachers and counselors. Our purpose in doing so was to build relationships with our LEAs and thus increase our chances of getting into the schools.

Prior to initiating this effort, we were finding ourselves shut out of many LEAs through such excuses as:

- we don't want community "volunteers" in our school district
- we use only certificated personnel
- there's no room in our already crowded curriculum for teaching you courses in "career development"; etc.

Linda: The problem of "getting into LEAs" is a local matter for Junior Leagues - i.e. its hard in some places but extremely easy in others (like Spokane).

Marian: We started this "university arrangement" a couple of years ago with funds supplied by Junior League. This year, we're doing the same thing BUT are now able to use 95-207 funds to pay the costs. Junior League is still reaping the same kinds of benefits as we received when we had to pay the costs.

Mary: Recognizing that communities differ considerably, we need a MASTER PLAN that includes a variety of options for SEAs and LEAs to consider.

Linda: If you gave our Junior League ALL the options outlined and asked them which one they choose, they would say "NONE". They wouldn't like to use Junior League funds to pay stipends to teachers as a means of encouraging teachers to take and then teach the Junior League career development course. Instead, our Junior League would probably prefer to spend our funds on training other community volunteers who come to us anxious to take our career development course.

Rhonnie: I want to propose another alternative namely, training LEA teachers through having Junior League volunteers teach the career development course to kids while the LEA is in the room as an observer. Such an approach would negate, entirely, the need for ANY involvement on the part of a university.

Rhonnie: Still another alternative would be for the Junior League person to provide the Junior League career development course to community volunteers then take such trained volunteers into classrooms and let them observe a Junior Leaguer actually teaching the course to high school kids and later team teaching with the Junior League person - with enough of this kind of experience, the volunteer would be able to teach the course herself.

Gloria: There are times, in dealing with education "types", where credentialing is important. It should be noted that we have lots of Junior League members with degrees and certification in Education - including many with graduate as well as undergraduate degrees.

Mary: We should NOT put in our MASTER PLAN any kind of "requirement" that Junior League members who participate in LEA career ed efforts be "certificated" in Education.

Gloria: For a Junior League in a given community to successfully get into LEAs in that community, the best single way is to show the LEAs some model examples of how what the Junior League now proposes to do has already worked successfully in other LEAs. A few action examples for such use should be included in our MASTER PLAN

Laura: To sell Junior League to Superintendents, perhaps the best way to do this would be to talk about the quality of the Junior League's career development course.

Carol: DISAGREE. To do that would run the risk of appearing to be in opposition to career ed's philosohpy of infusion and in favor of "add on " courses. It would be far better to emphasize, to the "doubting Superintendent" the multiple ways in which the Junior League career development course contains goals and objectives of career ed that can be easily infused into any classroom. If this were done, the basic idea would be one of using the Junior League career development course primarily as an inservice device for teachers rather than as something to be taught initially to youth. This is an "alternative" that I think should appear somewhere in our MASTER PLAN.

Gloria: DISAGREE WITH CAROL. My problems with Carol's suggestion is that we have, in the Junior League "package", provision for a 60 hour internship to be taken by youth in the semester following the one where they are exposed to our career development course. Our major "selling point" in convincing employers to allow youth to participate in that internship experience is that they have been prepared for it by virtue of having had our career development course. SO IT'S AN "ADD ON" - SO WHAT? After all, we teach our course to kids by letting them get out of their regular study halls to take it i.e., we don't substitute our course for another course in the "regular" curriculum. If we had to depend on "infusion", we couldn't guarantee employers that youth are ready for our "internship". I want to see a systematic career development course be included in our MASTER PLAN.

Marian: AGREE WITH GLORIA. In addition, our MASTER PLAN should specify such guidelines of eligibility for the internship as:

- the youth has taken the career development course; and
- the youth must interview for the internship and be accepted by the "employer" etc.

IDEA: To what extent should the Junior League's "Career Development Course" be a regular part of teacher inservice ed in career education?

Mary: Its important enough to be included as one option in our MASTER PLAN even though I must admit I don't see this course as an extremely valuable one if the goal is to help teachers "infuse" career ed into their classrooms.

Linda: Its hard for us in Junior League to say that teachers should take our course. We would like it if they did but, in all honesty, its probable that were all teachers to take it some of them would be completely "turned off" by the contents of this course.

Gloria: DISAGREE. Teachers, by and large, won't be bored or "turned off" by our course. This course provides ALL who take it with opportunities for increased self-understanding and, surely, this would appeal to teachers just as it appeals to other persons.

Marian: It would be no problem or no big expense to make our course available to teachers. The cost (for materials only) would be $3.50 per teacher.

Rhonnie: I would have serious reservations about including this idea in our MASTER PLAN. We, in Junior League, simply don't have the manpower to implement it. I don't believe this should or could be one of our top priorities

In Junior League. Rather, our top priority should remain centered on providing training in our career development course to persons who will, after that training, be qualified to teach that course to other persons.

Gloria: It would take about 12 hours to teach our career development course to teachers (assuming they will use it for general knowledge not as preparation for them teaching it to kids themselves).

Laura: That's unrealistic considering the fact that we may have only, say, about 18 hours per year for ALL teacher inservice in career ed.

Rhonnie: We could compress this course into a presentation anywhere from a half hour in length to two and a half hours in length in order to give teachers a general concept of what career development is all about. Perhaps this shorter time frame would be feasable. The idea here ia if Career Development is implemented in a school, this presentation would acquaint the classroom teachers with the program so that hopefully they would provide follow up in their own subjects to students who expresses career interests in those areas. We could provide some suggested activities for them to do in their classrooms.

Gloria: DISAGREE WITH RHONNIE. Some experiential learning is absolutely essential to those who really want to understand what career development is all about and that can't be done in a two and a half hour time span.

Should Junior League consider giving their entire career development course to parents?

Nancy: Yes. This idea should definitely be part of our MASTER PLAN. To carry this out would be a very significant contricution to implementation of career education in community after community.

Rhonnie: Perhaps we won't find it feasable to teach the whole course to parents (i.e., 6 nights at 2 hours per night) but we could meet with parents of youth who are about to take our career development course and explain to such parents some of the basics with respect to the career development process. This sould be an option in our MASTER PLAN.

Mary: Our MASTER PLAN should include, as an option, either:

- teaching our full career development course to teachers in LEAs; or
- teaching propective teachers (in teacher ed institutions) the the basic concepts of career development.

IF we could get into teacher education institutions for purposes of exercising the second of these options, it would have, as an added bonus, an opportunity for prospective teachers to experience and understand the concept of using community volunteers in the total teaching/learning process.

Would the Junior League be willing to teach some of the basic principles of career development to members of the business/labor/industry community as one means of preparing them to serve as resource persons in classrooms for LEA career ed efforts.

Laura: That's a good idea.

Mary: AGREE. Good idea. I interpret this to mean educating business/labor/industry.

Gloria: How would you talk business/labor/industry persons into taking such training? They have enough trouble simply finding time to get to schools so they can become resource persons. If you tell them they have to take more time in order to get "trained" to serve in that capacity, many of them are likely to opt out of the process altogether.

IDEA: *What are the implications of the "Project" approach of Junior League for the prospects of maintaining sustaining relationships with career education?*

Rhonnie: As an Association, we are 239 individual Junior Leagues. Thus, there is no simple answer here. Career education, however, doesn't have to worry about the possibility that Junior League may shortly leave career ed out in the cold. The Junior League career development emphasis will remain on a "maintenance status" i.e., NOT as a major National thrust but, rather, something that will be available for use in any given Junior League. Many Junior Leagues have already carried out their "career development" thrust in grand style and have essentially turned the sustaining effort over to others in the community who know what to do next. Others are just now beginning. The interest of Junior League in the career education concept will continue on an indefinite basis.

Gloria: AGREE. Junior Leagues will never drop things unless some other aspect of the community is ready to take them over.

Marian: Initially, when Junior League takes on a given project, we're looking from the outset for an answer to the question "who is around to take it over after we no longer do this?"

Rhonnie: AGREE. Anything we start has a "phase in/phase out" time frame.

Linda: Its very hard for Junior League to accurately estimate how long a particular kind of project such as career ed will take to complete. We often have to extend the planned "phase out" time. Extensions are possible and often happen.

Gloria: Each Junior League operates independently. Our Junior League has been doing career development for 5 years and our efforts are escalating not declining. Our particular career ed effort appears to be one that will keep going forever.

Marian: Our career ed effort, too, has been extended we're now in our first year of "extension."

Rhonnie: The Junior League doesn't want to leave any given effort "in the lurch". If you, in career ed, get an initial commitment from an individual Junior League, you won't have any trouble keeping that Junior League interested until some concrete actions are accomplished.

Mary: Because of the nature of Junior League projects, we often find one project need leading to another related one. For example, we started with our "career development course" perhaps our next major thrust in career ed might be toward such things as:

- internships; and
- forming community coalitions for career ed, etc.

BUT the point is, while our specific projects may vary, our generic interest in career ed will continue.

Marian: AGREE. Such things are very possible.

Bob: Does Junior League have a "calendar" for use in planning purposes for various projects to be assumed in the upcoming year?

Mary: YES. We have a planning cycle. Each has a given starting place. There is an absolute minimum of a 3 month period from the time a new project is proposed and the date it can be approved.

Rhonnie: The time to contact a Junior League for a new project is late Summer/early Fall. Most are voted on by the Board in January/February and by the membership in April/May.

Mary: Many Junior Leagues are also organized on a State level where this same principle applies although the exact time lines offer differ.

Rhonnie: If a State Career Ed Coordinator wants to work with Junior League in her/his State, its probably best to start with the local Junior League in the area where the State Career Ed Coordinator lives.

Bob: If, after our August meeting, State Career Ed Coordinators want to make working contacts with Junior League, it looks to me as though it will take one year from September, 1980 before anything can really happen.

Linda: Maybe it can go faster than that. If some Junior Leagues have the draft of the State Career Ed Coordinators MASTER PLAN this Spring, you might get something going by Fall, 1980.

Rhonnie: AGREE. September, 1981, would be the maximum time needed if interest is expressed by the State Coordinator of Career Ed in September, 1980.

Gloria: AGREE WITH LINDA. If someone comes to our Junior League tomorrow with a career ed proposal, we will probably react immediately.

Mary: If a proposal from a Career Ed Coordinator doesn't ask for a financial commitment, action could come much faster.

Rhonnie: Remember the State Career Ed Coordinator has some clout with Junior League too. There's a difference between asking (a) for a "project" and (b) for "involvement". You could get "involvement" without the necessity for any official Board action provided what you ask for doesn't cost money and Jr. League already has the manpower to meet the request. For example, when our State Career Ed Coordinator in South Carolina asked us to train LEA career ed coordinators she had funded using 95-207 funds in ways that would:

- acquaint them with Jr. Leagues; and
- help them find and make effective use of community volunteers,

we were able to meet that request without going for any kind of official Board action or approval.

Bob: If we think of all 239 Jr. Leagues in the Nation, how many are likely to be receptive NOW to a career ed proposal?

Rhonnie: 50-75. Fall would be an ideal contact time. Realistically, the Jr. League "types" represented in this miniconference are atypical.

Gloria: I believe there are lots of Jr. Leagues ready for this kind of contact on behalf of career ed and that many would be SUPER receptive.

Rhonnie: The major expense involved is the workbook at $2.50 per student. Somebody has to pay that cost. If it isn't going to be paid by the LEA, you would probably have to get Junior League Board approval for Junior League to come up with the money to pay that cost.

Rhonnie: As a part of the MASTER PLAN, we ought to include statements that say the Junior League "career development course" is of high quality and is commended for use as adapted so as to meet needs of particular local communities.

Mary: AGREE. Its important to note that many, many communities have already adapted the original Jr. League "career development course" to their own local needs. This can be done.

Carol: Of all the community organizations, Jr. League comes closet to having a "product" ready to go. It would be better to call this product a "seminar" than to call it a "course" i.e., the word "course" suggests another "add on".

Linda: AGREE. To use the term "minicourse" or "seminar" in the MASTER PLAN would be better than to use the word "course".

The Concept of "Volunteerism" in the Jr. League MASTER PLAN

Gloria: Jr. League's theory is that everyone should make productive use of leisure time for such things as:

- self fulfillment
- exploration
- acquisition of emplouability skills; and
- contacts.

ALL of these are directly related to career ed.

Bob: Volunteerism allows us to demonstrate to people what one is capable of doing a chance one cannot often get in many of the paid jobs available to today's youth. Volunteerism is a chance for the kid to build a "track record" useful in readying themselves for employment. It helps the individual BE someone both to himself/herself and to prospective employers someone of proven worth.

Mary: What Bob just said is exactly what we tell youth when they take our career development course.

Bob: The key to whether or not "volunteerism" is good depends on the quality of preparation for the volunteer internship experience. That's what the career development course of Jr. Leagues gets kids ready for i.e., a quality internship.

Rhonnie: One of the concepts we teach in our course is the value of the intern program for career exploration. The thing we need to be careful is that the MASTER PLAN concentrate on the course as readiness for the internship NOT on the internship itself.

Gloria: AGREE. I must admit I appear to be one of the few Jr. Leaguers that now has an "intership program". I would hasten to add that it wouldn't be at all hard for many other Jr. Leagues to add such a program to their "career development course" if they want to do so. However, since they haven't done so to date, I agree with Rhonnie that we shouldn't emphasize "internships" in our MASTER PLAN. At least not now!

Bob: Does Jr. League teach kids how to parlay volunteerism into eventual career choices?

Gloria: YES. If a student can say "i had 'x' and learned 'y'" mary employers will hire them.

Mary: Initially, in Daytona, we've concentrated on getting community volunteers for our LEAs career ed activities that's how we've helped.

Rhonnie: In our Jr. League "career development course" we point out to kids that "YOU ARE RESPONSIBLE FOR WHAT HAPPENS TO YOUR LIFE" and that volunterism is a means of career exploration.

Bob: I think we should picture Jr. League in our MASTER PLAN as a resource for use by career ed "types" in learning more about how to use volunteers in their community career ed efforts.

Laura: If, in any work setting, one accepts a person as a "volunteer", one has an obligaiton to make this a rewarding learning experience for that volunteer. At the same time, there is always some kind of necessity for some productivity on the part of the volunteer.

Gloria: My principal was very uncomfortable with me so long as I was a "volunteer" that's why he made me a paid employee.

Bob: The problem is one of learning how to manage the skills of the volunteer in ways that will be helpful to both the volunteer and to the organization.

Gloria: When we do our Jr. League career development program, we are coming in with expertise to add to what is already present in the LEA NOT as a "teacher's helper."

Bob: Could we use Jr. League to help train career ed "types" in HOW TO USE COMMUNITY VOLUNTEERS and put this in our MASTER PLAN?

Gloria: Yes.

Linda: There's a organization called NICOV (National Institute For Coordination of Volunteers or something like that) that has a publication called "HOW TO EFFECTIVELY USE YOUR COMMUNITY VOLUNTEERS". That publication, in question and answer form, lets you rate the effectiveness of the ways in which you are using volunteers.

Rhonnie: When the "MASTER MASTER PLAN" is developed, will not the Junior League be the only community organization with a bonafide career development course ready for use?

K.B: NO. Several other kinds of things will also be present including Girl Scouts, Jr. Achievement, Boy Scouts, 4-H, GM works values units, McDonalds Hamburgers, etc.

Bob: If I were a Superintendent and saw ALL these community organizations who say they are willing to participate as "partners" in career ed I might be tempted to say that we don't need to employ ANY career ed "types" in the LEA.

Bob: What if you take an approach that says, in effect, "CAREER ED IS A WAY OF MAKING AMERICAN EDUCATION MORE EFFICIENT AND MORE EFFECTIVE THROUGH, IN PART, MAKING WISE USE OF COMMUNITY VOLUNTEERS"? Could we sell that approach to school boards and to Superintendents?

Mary: Every industry in America today including Education has increasing pressures to be both more "efficient" and more "productive".

Bob: There's no way that a quality career ed program can be done for free. To sell career ed will demand that we get "bodies" from somewhere could Jr. League provide persons to serve, in effect, as "volunteer LEA Career Ed Coordinators?"

Gloria: YES. That's exactly what we've done in Rye. Our LEA has had and continues to have an unpaid "career ed coordinator" to whom I report - a person who is a fulltime history teacher and head of his department.

Linda: Some Junior Leagues could meet Bob's request here, but many others could not.

Linda: Somewhere in the MASTER PLAN, we need a recommendation that whoever is charged with working with community volunteer groups knows something about working with volunteers.

Rhonnie: A lot of Jr. Leagues have started NSVP programs that have later been taken over by LEAs. If there is now an NSVP program in a given LEA, this is a good place to start.

Gloria: Lets go back to the internship matter. It doesn't have to cost that much money. Kids can and will provide their own transportation. Many economically disadvantaged kids in our community have done so.

Mary: In the MASTER PLAN, there ought to be a description of what various Jr. Leagues are now doing in career ed. Bob Should ask each Jr. League participant in this miniconference and in the previous JL miniconference to send him a 1 page description of how they are now linking with career ed.

Bob: AGREE. I will do this.

Gloria: I"m asking for a different thing namely, names and addresses of LEA career ed "types" that Jr. Leagues might logically contact. We need to know where to find the "Judy Johnsons of this world" i.e., local career ed "types" who have already well developed sets of career ed materials and procedures.

Rhonnie: The Junior League MASTER PLAN should include an outline of the basic content of the LUNIOR LEAGUE CAREER DEVELOPMENT COURSE. This would include:

- Who am I? (self understanding)
- Need for a Balanced Life Style
- Relationships with other people
- Lifework
- The value of work - positive and negative
- Career decisionmaking
- Discovering you interests and how they change including vocational interests
- Identifying your skills
- Values clarification - including work values
- The 4 steps in "career development"
    - Developing a career "focus"
    - Extending one's focus - i.e., is it likely to be available in the occupational society?
    - Becoming knowledgeable and competent in your career choices
    - Network of contacts - people you will have to work with if you want to MOVE UP in you chosen career
- Helping kids identify their "career focus"
- Use of career speakers (including a checklist of things kids should ask their speakers)
- Helping students observe people at work in the kinds of careers they have tentatively chosen
- Resume writing/assertiveness training, etc.

Linda: DISAGREE WITH RHONNIE. I think we should be very careful about writing, in too much detail, the "outline" for the Jr. League "CAREER DEVELOPMENT COURSE". Too many Jr. Leagues have already made substantial adaptations in that course which have made for some really substantive changes.

Mary: The outline for this course that I'm making up to send to Bob will be a very generic outline - individual Jr. Leagues would recognize this in spite of adaptations they may choose to make.

Marian: AGREE WITH RHONNIE. Some generic outline should be a part of our MASTER PLAN.

Gloria: The process that Rhonnie outlined remains the arc of the Jr. League process in career development.

Miniconference #156

NATIONAL RETIRED TEACHERS ASSOCIATION/ AMERICAN ASSOCIATION OF RETIRED PERSONS AND CAREER EDUCATION

April 15-16, 1980

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Initial Ideas Raised by Participants

1. How can NRTA/AARP persons be encouraged to make contact with LEAs?

2. How can NRTA/AARP persons be encouraged to serve on LEA career ed advisory councils?

3. How to construct a MASTER PLAN that will, in process, be equally valuable for both NRTA and for AARP.

4. How to make NRTA/AARP an active partner in helping rural school districts do inservice education.

5. How to use NRTA/AARP members as consultants to local career ed programs

6. Can NRTA/AARP help be given to LEAs in writing proposals for career ed funding to various organizations?

7. How to get active involvement of NRTA/AARP in formulating local MASTER PLANS.

8. How to compile a list of specific ways NRTA/AARP members could participate in career ed at the local level.

9. How to develop broad based MASTER PLANS that can be localized for particular parts of a broader community.

10. How can NRTA/AARP career expertise be identified and utilized at the local level.

11. How can NRTA/AARP members become more actively involved with local education associations in policy development?

12. How can NRTA/AARP become more active in helping academic teachers increase their involvement in career ed?

13. How can NRTA/AARP be active participants in helping both educators and youth better understand and plan for the changing future.

14. How can NRTA/AARP be active in protective legislation in general and in helping to meet legislative needs of career ed in particular

15. How to make our MASTER PLAN comprehensive enough in process terms so that AARP can use it for things in addition to career ed.

16. How to get our MASTER PLAN to involve churches as partners in career ed with NRTA/AARP units and school systems.

17. How to build into the MASTER PLAN specific suggestions for showing NRTA/AARP members how to work with school districts.

18. How to help teachers in local school districts incorporate an emphasis on aging in their subject matter.

19. How to include some provision for helping older women solve their career choice problems somewhere in our MASTER PLAN

20. How can our MASTER PLAN include an emphasis on new careers for older persons necessary to keep the American economy strong.

21. How could we include in our MASTER PLAN a State NRTA/AARP resource directory that includes specific names of persons LEAs can contact.

22. How to get school districts to invite NRTA/AARP to participate in career ed

23. How to use NRTA/AARP expertise in the organization/administration of local career ed efforts

24. How can our MASTER PLAN include suggestions for NRTA/AARP members to become involved in helping youth understand gerentological problems?

25. How can our MASTER PLAN include provisions for NRTA/AARP involvement in broad community partnerships in career education?

26. How to include a procedure for getting a listing of areas in which workers are needed in our MASTER PLAN.

27. How to include a set of suggestions for doing a "Who's Who" Directory for use at the local community level.

28. How can NRTA/AARP develop a talent bank for career ed?

"Snapshot" Pictures of Participants

Bill Ivy - Arkansas

- Been on the job as State Career Ed Coordinator for only 3 weeks.
- Previous prof. background in college student personnel work.
- 383 LEAs - 18 now with 95-207 funds. Looking for ways to involve more.

Octavia Doyle - Newhall, California

- Currently on NRTA Board of Directors.
- Former professional school counselor and personnel specialist.
- Has long been interested in school/NRTA relationships.

Vivian Williamson - Virginia

- Been State Career Ed Coordinator since July, 1979.
- Work career started in Federal Government for 15 years then moved to LEAs in Virginia in counseling and Guidance also in higher education.
- 142 LEAs in Virginia - 17 with 95-207 funds and 23 with State funds. Many other LEAs doing career ed on their own.

Ed Bunn - Grosse Point Park, Michigan

- Now retired from Sears Roebuck & Co.
- Developed an Air Force training program while in armed forces and later was training director for Sears in the Midwest Region of USA.
- Has developed and taught retailing courses for both the University of Michigan and for Wayne State University.

Anita Barber - Alabama

- Been State Career Ed Coordinator since 1972.
- Professional experience in elementary, secondary, and higher education.
- Formerly a florist/gift shop owner for 9 years.
- There are 127 LEAs in Alabama - 75 per cent involved in career ed along with 12 deeply involved community colleges & 29 others somewhat involved.

Elizabeth Welch - Winston-Salem, North Carolina

- Taught 46 years - 21 public schools and the rest in colleges as Chairman of the Dept. of Psychology and Education.
- Has been involved in teacher education at the college level.
- While teaching in public schools, was a member os a team in career ed as a teacher of English, speech, and foreign languages as related to the world of work.
- Currently a Board Member and a national officer of AARP.

Bob Martin - West Virginia

- Been State Coordinator since 1973.
- Been in a variety of professional positions in Education.
- Was once a draftsman.
- Of 55 counties, 13 funded with 95-207 funds and another 17 for career ed with YETP funds. In addition, voc ed funds are being used to support career exploration in 42 or our 55 counties.

Grace Carter Keeling - San Antonio, Texas

- Public school teacher, counselor, guidance supervision background taught "Occupations Course" and served as Dean of Girls.
- Taught English and psychology at the college level.
- Currently involved in home decorating and travel abroad businesses.

Rebecca (Becky) Butler - Cherry Hill, New Jersey

- Currently National Chairperson for AARP Committee on Community Services.
- Currently serving as an Adjunct Professor.
- Has taught at all levels of Education - also been a counselor and supervisor of guidance in Camden, New Jersey.
- Served as a member of the National DEFENSE ADVISORY COMMITTEE ON WOMEN IN THE SERVICE (DACOWITS)

Becky Butler (cont'd)

- Has been active in adult/continuing education including guidance for adults.

IDEA: How to construct a MASTER PLAN that will, in process, be equally valuable for both NRTA and for AARP

Octavia: Any MASTER PLAN we come up with here must include things appropriate for and applicable to both NRTA and AARP.

Elizabeth: AGREE. Realistically, you could do a MASTER PLAN for NRTA that wouldn't apply for AARP, but, if it applies to AARP, then it would also be applicable for NRTA. IF we center statements in our plan around process rather than specific activities it will work for both groups.

Octavia: In most communities, there will be both a NRTA and a AARP Chapter.

Anita B: AGREE with Elizabeth that we should put our suggestions in process terms.

Grace: AGREE. If we do this, then local adaptations can be made by either NRTA or by AARP.

Elizabeth: Part of "process" is in:

- establishing goals
- determining steps to be taken in attaining each goal; and
- evaluating the extent to which each goal was reached.

Ed: In talking about "process", we need to talk about something that will be included in the MASTER PLAN that will make the "process" equally valuable to both NRTA and to AARP. What troubles me is that a "goal" if stated in strictly "process" terms becomes subject to interpretation. Thus, it seems to me our goals in our MASTER PLAN are going to have to be defined in specific terms.

Becky: It seems to me that, in terms of organizing our MASTER PLAN, it would make sense to think of discrete sections including:

- our philosophy
- our goals
- the activities we propose to use in order to meet each goal; and
- the specific ways in which we plan to evaluate the effectiveness of our efforts.

Elizabeth: I agree that we need to get a basic organizational structure for our MASTER PLAN.

Ed: If you look at our "ideas" Nos. 7-13, you can see that all of these speak to the same general subject. For example, "Idea No. 7" asks how to get active involvement of NRTA/AARP in formulating local plans. We need to make the idea of NRTA/AARP becoming involved in career ed so attractive that we won't have to sell people on the specifics in the plan i.e., we need to sell the "sizzle", not the "steak". The specifics of the "steak" are the kinds of things that can and should differ greatly from community to community.

For example, it would be important to sell a local Board of Education on the concept that, if they join in a collaborative "partnership" with NRTA/AARP, persons from these organizations will be able to provide the schools with a wide variety of expertise about careers that educators in the schools simply don't have BUT we don't need to sell the Board of Education on exactly how that expertise is to be provided in the collaborative partnership we are proposing.

Bill: AGREE. Local school people don't want a "blueprint" but they do want a set of specific objectives from which they can choose.

Elizabeth: Our MASTER PLAN must be phrased in terms susceptible to evaluation and so to accountability.

Grace. OUR BROAD GOAL CAN BE STATED AS FOLLOWS: To create a mechanism through which NRTA/AARP can serve and be served by career education. CONSENSUS ON THIS GOAL STATEMENT AMONG PARTICIPANTS.

IDEA: How to get active involvement of NRTA/AARP in formulation local MASTER PLANS

Octavia: NRTA and AARP have State and Area Coordinators. These would be good contact persons.

Anita B: Could we make a plan for State NRTA/AARP Coordinators to make contact with State Career Ed Coordinators and vice versa?

Elizabeth: We cannot, in this miniconference, adopt ANY action involvement for NRTA/AARP until and unless formal approval is obtained from the Board of Directors of both of these organizations.

Ed: It's going to have to be viewed as an educational task. State Career Ed Coordinators, first of all, have to know basic facts about the workings of NRTA/AARP. Let's provide some examples of the kinds of things that need to be known:

Becky: That NRTA/AARP is composed of active, alert individuals NOT just by old people sitting in rocking chairs!

Ed: That NRTA/AARP has a combined membership of 12.5 million persons with a total of 5,350 "chapters" (AARP) and "units" (NRTA).

Ed: That NRTA/AARP "chapters" and "units" are located in every State.

Elizabeth: That NRTA/AARP has a Legislative Committee in every State that is action oriented and at the National level as well.

Ocatvia: That NRTA/AARP have a variety of action programs approved by their respective Boards but career ed isn't yet one.

Ed: That NRTA/AARP are not "newcomers" to Education. Both have been involved with Education systems since at least 1963.

Octavia: That NRTA/AARP have a variety of national and community service programs including:

- Interreligious Liaison
- Crime Prevention Program
- Safety and Driver Improvement Program
- Retirement Preparation Programs
- Health Education Program
- Housing Program
- Senior Community Service Employment Program
- Widowed Persons Service
- The Institute of Lifetime Learning
- Tax-Aide Program
- Consumer Program
- Generations Alliance Program (sponsored by AARP)
- International Activities
- Legislative and Government Affairs
- Legal Counsel for the Elderly
- Youth Conferences - an NRTA intergenerational program designed to promote friendship and understanding between young and old
- National Gerontology Resource Center
- National Conventions (separately for NRTA and for AARP)

Bill: How should our MASTER PLAN include ways in which things such as this are to be communicated to State Career Ed Coordinators?

Elizabeth: Our MASTER PLAN should call for a workshop in each State where NRTA/AARP contacts might be to work through an NRTA member who is currently working as a substitute teacher in the local school system.

Becky: It is possible to have a National Directory which will list total memberships along with qualifications of each person for career ed participation.

Sandra: NRTA/AARP have counterparts to both State and local career ed coordinators in each State. At present, names of persons in our Directory who have identified themselves as career ed resource persons could be utilized.

Elizabeth: DISAGREE. There's no way ALL NRTA/AARP members qualified for and or interested in serving as career ed resource persons could be listed.

Anita B: How would a local career ed coordinator discover what NRTA/AARP in his/her community could offer in terms of career ed help?

Ed: Each year, we have State leadership conferences in NRTA/AARP. The priority programs for the year are discussed in such conferences and later in area conferences around the State where each new program is explained to NRTA/AARP members.

Anita B: Could I, as a State Career Ed Coordinator, sit in on one of your State Conferences so that I could:

- learn about your programs; and
- make a "pitch" for having career ed become one of you program priorities?

Elizabeth: NO. As of now, there is no official Board approval for career ed at the National level in either NRTA or in AARP. Without such approval, "career ed" cannot be a topic to be discussed at State or area workshops for our members.

Anita B: We, as State Career Ed Coordinators, need to know what the State NRTA/AARP priority areas in our individual States are at the present time.

Vivian: AGREE. If we discover, for example, that one such priority is for a "tax aid program", we might be able to make up some career ed examples in that area that could involve use of NRTA/AARP members as resource persons. The point is, career ed "types" can typically find "careers" implications in many different kinds of programs they don't have to be named "career ed" in order for "career ed" to happen!

Octavia: Don't get the wrong impression. There would be nothing wrong with a State Career Ed Coordinator going to a State or to an area meeting of NRTA/AARP and, if present, the Career Ed Coordinator should and probably would be asked to make a presentation on career ed to those in attendance.

Bill: Are you suggesting that I, as State Career Ed Coordinator, ask to be on an NRTA/AARP program prior to the time there is a National NRTA/AARP policy endorsing career ed?

Becky: YES. There's no reason why a local NRTA/AARP Chapter or Unit can't do whatever they want to do on a local basis whether or not there exists a National policy or emphasis. At the State level, however, I would say that you should not make contact prior to the time that a National NRTA/AARP policy on career ed comes into existance.

Sandra: AGREE. The most successful NRTA/AARP programs are, by and large, those that started at the local level. Career Ed Coordinators shouldn't feel they must wait until there is a National NRTA/AARP policy endorsing career ed instead, they should go ahead and make local contacts now.

Elizabeth: The simplest and most obvious direction in which to head is to try to get the National Boards of both NRTA and of AARP to adopt "career ed" as a priority program area. If this can be done, then our NRTA/AARP Area Directors will let persons in local Chapters and Units know about this priority and encourage their participation in it.

Sandra: AGREE and, at that point in time, our INSTITUTE OF LIFETIME LEARNING would prepare materials for use at the State and local levels aimed at helping our members become active in meeting our career ed priority goals.

Elizabeth: In emphasizing this "simple" solution, I am, in no way, suggesting that attempts to build National interest from locally initiated career ed efforts be abandoned. Both are needed. All I am trying to say is that it will take a very, very long time if you depend only on "moving up from the grass roots level" approach.

Becky: If National Board approval is to be obtained, there would have to be a recommendation from htis miniconference to the NATIONAL COMMUNITY SERVICE COMMITTEE of NRTA (which I chair). That Committee, in turn, would then make a recommendation to the two National Boards. Our committee made a similar suggestion that a plan regarding "Second Careers" which was made by Elizabeth Welch be referred to the "Life Long Learning Department".

Anita B: If we need a resolution from this miniconference to go to the NATIONAL COMMUNITY SERVICES COMMITTEE, we should construct one right now.

Octavia: The current resolution that now awaits action from our National Boards carries much more of a "second careers" emphasis than it does a "career ed" emphasis.

Sandra: AGREE. The current resolution in on "second Careers" not on "career ed". This whole thing isn't as big a deal as we're making it out to be. We could right now put a set of career ed suggestions in our INSTITUTE OF LIFETIME LEARNING kits and urge NRTA/AARP units to begin work on career ed.

Octavia: That doesn't mean that Anita Barber shouldn't write a new resolution right now to go to Becky from the members of this miniconference.

Elizabeth: DISAGREE. The resolution currently before the Boards, as stated, is broad enough so that it could include "career ed" under the broad rubric of "second careers" is only one part of career education.

ANITA BARBER'S RESOLUTION - (ROUGH DRAFT) - IS AS FOLLOWS:

WHEREAS representatives of the National Retired Teachers Association and the American Association of Retired Persons and representatives of the State Coordinators of Career Education met in joint consultation at a miniconference on "Career Education" at the Sheraton Inn in Silver Spring, Maryland, April 15-61, 1980; and

WHEREAS all representatives discussed and agreed upon the importance of joint collaboration on the National, State, and local levels in carrying out the intent of career education activities, including Second Careers; and

WHEREAS a resolution on the broad topic of "Second Careers" was formulated as a result of a similar career education miniconference which was held May 1-2, 1979 in Silver Spring, Maryland and was submitted to the Committee on Community Services; therefore

BE IT RESOLVED that we recommend that the Board of Directors of the National Retired Teachers Association and of the American Association of Retired Persons take the usual leadership in promulgating initiatives for necessary action to effect this collaboration for all citizens.

Discussion on the first rough draft of Anita Barber's resolution

Elizabeth: This resolution would interfere with the earlier resolution IF it ignores the first resolution we wouldn't want to have to "start from scratch" again.

Octavia: Anita's first rough draft should be amended so as to include a "whereas" that recognized the earlier resolution and urges its adoption. We should then concentrate on getting as much done as possible at the local level.

Grace: There is a current tendency in both NRTA and in AARP to cut back on the number of discrete programs being called "priorities". What we need is a very broad, encompassing resoultion if it is to get through the Boards.

NOTE: The version of Anita Barber's resolution which appears above was constructed by Anita after having had an opportunity to profit from the comments recorded here.

Octavia: NRTA/AARP already have a number of inter-generational program priorities that are not now nearly as active as they should be. Perhaps career ed could serve as a vehicle for use in making these current program priorities more active.

Elizabeth: DISAGREE. I think "career ed" should be a program priority in its own right. We might consider entitling that priority "Career Education/ Second Careers".

Grace: What do the State Career Ed Coordinators want from NRTA/AARP?

Bob: I need a resource list of retired persons from a variety of career fields which we could give to local career ed coordinators.

Bob: The Education community is unaware of the existance of NRTA/AARP. Therefore, we need a public relations program that talks about all the ways in which NRTA/AARP could contribute to the improvement of American Education (including, but not limited to, career ed).

Anita B: I need NRTA/AARP suggestions of ways in which we, in career ed, could and should utilize various existing NRTA/AARP programs.

Anita B: I also need specific ideas of how the expertise in NRTA/AARP could be used to implement career ed. Its not important whether or not the term "career ed" is used. It is important that true collaboration between NRTA/AARP "types" and career ed "types" becomes an operational reality in local communities.

Vivian: I need a list of names of the regional NRTA/AARP coordinators in Virginia so that I might bring some of them into my Regional meetings with local career ed coordinators.

Vivian: Further, I need names of local NRTA/AARP members that my local career ed coordinators could contact for help and involvement in their community career ed efforts.

Bill: I need a list of local resource directories of NRTA/AARP persons that tells enough about each such person so that we can know both:

- what that person is capable of contributing; and
- how much each is willing to be used.

The directory would be developed by the local NRTA/AARP unit with possible assistance from the career ed person.

Bill: For example, we need specific names related to the readiness and willingness of NRTA/AARP members to serve as:

- Resource persons in the classroom
- role models for youth
- helping other retired persons learn how to work as career ed resource persons in classrooms (i.e., NRTA members serving as "teachers" of AARP members who are non-educators)
- teaching minicourses in schools related to hobbies/leisure time interests of youth including those that might lead to careers in paid employment
- participating in counseling/career development efforts
- participating in providing employability skills to youth.

Comments of NRTA/AARP Reps on the Stated Needs of State Career Ed Coordinators

Elizabeth: I was a Congressional senior intern for two weeks last year. Along with 176 other senior citizens from 38 States and the D.C., we came to Washington to better understand how Congress works and how legislation is enacted. In our discussions, we found that the basic needs of older persons no matter what State they were from had great similarity. The biggest concern was inflation and its attendant erosion of income. We must take this concern into account somewhere in our MASTER PLAN i.e., some way must be found to PAY senior citizens something for their participation in career education.

Anita B: In one of our schools, RSVP persons went into special ed classrooms as volunteers and it made them feel more needed and more useful. We also had a volunteer "senior citizens band" that went from school to school and apparently gained great personal satisfaction from doing so.

Octavia: I would die happy if:

- older people felt more positive about our school system; and
- youth felt more positive about our senior citizens.

Grace: What about the need to educate educators and the broader community about what our organizations NRTA and AARP are and what they stand for. Shouldn't that be part of our MASTER PLAN?

Elizabeth: If we include an emphasis on teaching employability skills that should be accompained by another emphasis related to how to convey the presence of such skills to employers.

Elizabeth: Some of the things State Career Ed Coordinators have said here they need simply cannot be provided. AARP/NRTA is absolutely prohibited from passing out lists of members names. The kinds of lists which could be made available in a resource book would have to be generated by having each person whose name is in that book having previously agreed to have it included. This means that, if you need a "list", you would have to go to our National Boards (who could supply them) or to State/local chapters/units.

Ed: If we're thinking here about a broad, National collaborative effort between career ed and NRTA/AARP, local lists would have to be made up containing names of persons and their areas of expertise. Such lists would have to be made up by local Chapter/Units of NRTA/AARP. Following this, such local lists could be sent to the regional/State heads of NRTA/AARP. Assuming that a National Board policy is actually passed, each State Career Ed Coordinator could be supplied with a list of BASIC contact names for use within his/her State.

Bill: As a State Career Ed Coordinator, all I would really need is a listing of your NRTA/AARP Chapter/Unit Presidents or even just a listing of the Assistant State Presidents in my State.

Anita B: What constitutes an "AREA" for NRTA/AARP?

Grace: There are 9 "areas" in the USA each with its own Vice President for NRTA and its own Vice President for AARP.

Ed: In addition, there is a State Director in each State and Assistant State Directors for various areas of the State (depending on the population of NRTA/AARP members and the number of local chapters/units).

Anita B: Could we, as State Career Ed Coordinators, get a list of the 9 Vice Presidents for NRTA and its own Vice President for AARP.

Anita S: The "Area Reps" (i.e., paid staff) in each of the 9 "areas" is the only one who could give out names of any kind including names of the State Directors of NRTA/AARP. The Associate Director of Field Services (who is in charge of our 9 "area reps") is at our Washington D.C. Headquarters. IF the NRTA/AARP reps in this miniconference were to request our Associate Director of Field Services to release names of the 50 State Directors of NRTA/AARP to the State Career Ed Coordinators, he would probably comply with that request.

Suggestions for Revising Anita Barber's Draft Resolution

Elizabeth: Last line, page 8, change "the" to "their".

Elizabeth: What kind of action are you asking the Boards to undertake based on the contents of this resolution?

Anita B: Yeaterday, we said we want the Boards to adopt "career ed" as one of their priorities.

Ed: If we put a period after the work "collaboration" and eliminated the rest it would be better.

Octavia: The period should come after the word "this" and eliminate the work "collaboration" as well as the rest.

Grace: NO. End with "collaboration".

Octavia: I think Grace's suggestion would be OK by ending with the word "collaboration", the Boards could then follow through by making "career ed" a program priority (as we hope they will) BUT they could, if they choose, also adopt any one of a series of less action oriented packages.

Becky: This group has no right to use the word "recommend" in this resolution. The proper word is "request".

Ed: I think the word "recommend" is OK.

Becky: NO. State Career Ed Coordinators have no right to "recommend" anything to our Boards.

Octavia: It would OK if only the NRTA/AARP members present signed the resolution with a note indicating that the State Career Ed Coordinators present are supportive of it. CONSENSUS ON THIS

The revised resolution reads as follows:

RESOLUTION

WHEREAS representatives of the National Retired Teachers Association and the American Association of Retired Persons and representatives of the State Coordinators of Career Education met in joint consultation at a miniconference on "Career Education" at the Sheraton Inn in Silver Spring, Maryland, April 15-16, 1980; and

WHEREAS all representatives discussed and agreed upon the importance of joint collaboration on the National,State, and local levels in carrying out the intent of career education activities, including Second Careers; and

WHEREAS a resolution on the broad topic of "Second Careers" was formulated as a result of a similar career education miniconference which was held May 1-2, 1979 in Silver Spring, Maryland and was submitted to the Committee on Community Services; therefore

BE IT RESOLVED that we recommend that the Boards of Directors of the National Retired Teachers Association and of the American Association of Retired Persons take their usual leadership in initiating necessary action to effect this collaboration.

What are chances of getting this resolution through the Boards?

Octavia: I think the chances are good.

Elizabeth: It takes quite a few steps before it can get to the Boards. It won't be easy.

Octavia: I think that career ed would be a practical and an attractive new option to consider as a program priority.

Elizabeth: My worry is that it has lots of channels to go through before it can get to the Boards. We have no control over what happens in those various channels.

Octavia: It depends on where they're going to put it i.e., it will make a difference if it is assigned to the "Intergenerational" area or the "Lifetime Learning area.

Grace: IF it ever gets to the Boards, I think it will get proper and careful consideration.

Ed: I'm confident that anybody in AARP who has been in the business world would support career education.

Elizabeth: What would NRTA/AARP expect from Career Education?

Octavia: The main thing we would have to know is to identify which school systems are already functioning in career ed. I have my own ideas of what I want to do with them. We just need personal contacts. What I need is some concrete examples of what other school systems are doing in terms of making use of retired persons as career ed resources. Several such examples should be included in our MASTER PLAN.

Elizabeth: My question is, what specifically is career education asking ME to do?

Becky: I would like career educators to respond positively to the philosophy that Education covers the entire life cycle i.e., that Education extends beyond Grade 12 and includes "second careers" for older persons.

K.B: While the current career ed law P.L. 95-207 carries a section (Sec. 11) covering the entire life span, the Congress, in its wisdom, has not yet seen fit to fund this section.

Vivian: In spite of no funding, career ed types can do something about getting other community groups to help provide the resources neeeded to assure involvement of NRTA/AARP "types" in career ed.

Elizabeth: What would career educators ask retired persons to DO in career education?

Ed: AGREE. We are acting as though retired persons know both what to do and how to do it in career education. That just isn't true. Individual chapters and units need some "how to" suggestions in fairly specific terms. We're not listed in the telephone book. Most school boards don't even know about NRTA/AARP. One of the first things we need is to provide the mechanics of "WHO IS WHERE TO DO WHAT?"

Vivian: After we are able to help LEAs identify NRTA/AARP resource persons in their communities, each will be making up their own custom made action plans.

Anita B: We can put a list in the MASTER PLAN for LEAs to consider. Such a list could include such things as:

- Helping us to compile lists of "careers" materials available from industry and free to classroom teachers
- Encouraging retired persons from specific occupations to discuss their occupations with youth
- Operating an "ADOPT-A-KID" program
- Making films for us on "career ed and the free enterprise system" and similar topics such as we now have in Alabama; and
- Serving as volunteers to organize logistics and help operate career ed conferences.

Jeanne: I have 3 models of possible kinds of activities in an AACJC monograph:

- A SCORE project in New Jersey
- A "skill bank" of retired persons; and
- An Ohio project to recruit retired blue collar workers to talk to youth,pursuing training for their former careers.

Ed: In the 1960's, we had a "traveling road show" from Sears which went to Middle schools to put on a fashion show each Fall. It took a tremendous amount of work. We eventually put our show on video tape and made it available to all schools. Videotaping IS a possible answer for all the many communities where a particular needed expertise is simply not available among retired persons in that community.

Grace: I know of many companies who regularly let their employees of work to visit with youth about careers.

Ed: I know a community in Northern Michigan who asked Kiwanis to supply them with resources for a "career day". AARP could serve to follow up "career days" with more intensive individualized help with particular kids interested in particular kinds of occupations.

Anita B: Every State has State Career Ed Conferences. Maybe retired persons could help us register persons for these conferences.

Octavia: Maybe we could pass our NRTA/AARP materials at such conferences or even be on the program as presenters.

Vivian: I wanted to send a brochure about our upcoming State career ed conferences to many community groups including both NRTA and AARP, BUT I couldn't find any set of lists of such community groups. Had I been able to find such a list, they would surely have been invited.

Elizabeth: We ought to have an NRTA/AARP rep on State and local career ed advisory boards. That would be one way of getting a contact person who would know whom else to contact in our organizations. Our MASTER PLAN must address the question of how to identify NRTA/AARP resource persons.

Ed: It's essential that NRTA and AARP be invited to State Career Ed Conferences.

Becky: There's a misconception floating around here i.e., it's important to understand that not ALL NRTA/AARP members are retired persons some are still actively employed.

Bob: My answer to Elizabeth is that my primary emphasis would be to ask skilled retired persons to come into classrooms to speak to students. Before doing that, we would, of course, run some workshops for retired persons to show them how to do what we're asking them to do.

Elizabeth: Would you plan to do this on a contract basis?

Bob: NO. I'm talking about use of volunteers. We would, of course reimburse for any expenses incurred.

Elizabeth: If I had a contract, I would know how often I should be there and what I would be expected to do. A contract would help retired persons financially and also at income tax time.

Ed: Bob, are you thinking of specific subject matter to be covered? If I came in, what would you want me to talk about?

Bob: I would ask you to talk about "marketing" your career area of expertise.

Bill: Our guidelines on use of retired persons would probably say something like "if you're going to ask this person to help our for more than one day, then expenses would have to be paid".

Elizabeth: When we turn in our income tax statements on our volunteer work, we need some kind of written verification from someone that this work was done. That kind of provision has to be included somewhere in our MASTER PLAN.

Anita B: State Career Ed Coordinators, in their final reports to the Office of Career Ed in Washington, D.C., will have to account for their "in-kind" services. MAYBE we ought to devise a form for use in certifying the volunteer contributions we receive and make it available to all State Career Ed Coordinators for use with all kinds of community volunteers who participate in our career ed efforts.

Elizabeth: Is there protective legistation in each State for volunteer workers? It would be good for each State Career Ed Coordinator to know whether or not volunteers in his/her State are covered by this kind of legislation.

Anita B: Does that type of legislation specify the amount of money that can be paid to a volunteer?

Elizabeth: Yes. There would be provisions for paying varying amounts to retired volunteers, depending on budgets of agencies/department employing them.

Bill: Another thing that would help would be if the local career ed coordinators were asked to speak at a local NRTA/AARP program. In addition, our MASTER PLAN ought to provide for orienting retired persons as to what we want them to do.

Elizabeth: AGREE. Its important that the retired persons be successful in whatever they do in the classroom.

Bill: Retired persons can do BETTER than other kinds of career ed resource persons on several counts including, for example:

- they can operate on unscheduled times i.e., they're more available than employed persons at the times we need them;
- retired persons are ideally suited to lead youth in a discussion of futurism especially in terms of a work-oriented society and the concept of lifelong learning; and
- the notion of career choice and career change can be will issustrated and documented for youth by retired persons.

Ed: The changes in lifestyle that are going to come about in the next 10-15 years as a result of the energy crisis are something that retired persons could talk about very easily to youth.

Elizabeth: What about contributions of retired persons to helping youth think about how to LIVE as well as how to make a LIVING? Suppose the youth can't get a job. What will happen then? Welfare is something many older persons have to put up with BUT they are proud and shouldn't have to be ashamed of it. That's why its important to emphasize the "second careers" part of career ed for older persons.

Ed: DISAGREE. I would object to dignifying any part of the welfare system. I don't want youth thinking of welfare as a "good thing".

Elizabeth: It is not the "system" which we should dignify, but persons on Welfare have dignity as people.

Elizabeth: We should talk about the "Who's Who" Directory concept in Idea 27 of our notes here.

Ed: We are talking here mostly about NRTA/AARP members BUT all available resource persons could and should be included as well.

Becky: In proposing that ideas, I was thinking of the entire community NOT just about NRTA/AARP members. I raised this as a suggestion for the MASTER PLAN i.e., as a possible kind of activity that local NRTA/AARP units/chapters could undertake. Projects such as this could get funding from a variety of community/foundation sources.

Elizabeth: Another suggestion for the MASTER PLAN should include some emphasis on "career in gerontology". That is a rapidly growing career area.

Octavia: AGREE. Joint programs of youth and older persons to do this would be a very good idea to include in the MASTER PLAN.

Ed: Some of the larger corporations might be interested in the gerontology area because of reduction in the mandatory retirement ages. This is an aspect of career ed that should certainly be included in our MASTER PLAN.

Anita S: Copies of OLDER AMERICANS: AN UNTAPPED RESOURCE will be mailed to each participant in this miniconference.

Ed: Unions are faced with the "50 and out" problem. They should certainly be interested in gerontological problems.

RESOLUTION

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BE IT RESOLVED that we recommend that the Boards of Directors of the National Retired Teachers Assocation and of the American Assocation of Retired Persons take their usual leadership in initiating necessary action to effect this collaboration.

Signatures of NARP/AARP only.

Ed Bunn Edward R Bunn

Rebecca Butler Rebecca Botts Butler

Octavia Doyle Octavia Doyle

Grace Carter Keeling Grace Carter Keeling

Elizabeth Welch Elizabeth Welch

Note: The following State Coordinators in attendance at the April 15-16, 1980 meeting support this resolution.

Anita Barber

William Ivy

Robert Martin

Vivian Williamson

Miniconference #157

BOY SCOUTS OF AMERICA AND CAREER EDUCATION

April 22-23, 1980

Participants

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Initial Ideas Raised by Participants

1. How to move a MASTER PLAN from the State to the local level
2. How to overcome the attitude that says "if we let YOU in, we have to let everyone else in too"
3. How to combine the career exploration emphasis of career ed & scouting
4. How to use BSA to help promote service-learning in the community
5. How to combine with the BSA in ways that increase community resources available to youth
6. How to work with BSA in increasing career options for youth
7. How to help educators understand that Scouting is an educational tool that they can use
8. How to picture BSA as a vehicle for use in promoting positive change in Education
9. How to show teachers ways in which the BSA can help teachers and administrators build basic educational competencies in youth
10. How the Exploring emphasis of Scouting can be made viable in Rural America
11. How to establish sustaining positive contacts between the BSA and State Department of Education personnel
12. How to get wider publicity and use of the BSA career ed paper
13. How to identify the practical problems of workload, time, and timing in getting linkages between BSA and school districts
14. How to establish collaborative relationships involving the school district, the BSA, and other community agencies in non-threatening ways that avoid the "takeover syndrome"
15. How to build long range collaborative plans that can be updated each year
16. How to document the various BSA/school district models in a "how to do it" fashion and share these models with others
17. How to provide recognition to community persons who participate in the BSA/career ed effort
18. How to enlarge the pool of community volunteers so that better coordination of volunteer efforts can result
19. How to use the BSA and school district systems NOW IN EXISTANCE without having to build brand new systems

20. How to join forces in studying community resources so that efforts of various community organizations don't duplicate of compete with each other.

21. How to put a "careers" emphasis into BSA without substituting this goal for the original reasons why Scoutmasters became Scoutmasters and youth became Boy Scouts

22. How to build for the future by looking at where we are now

23. How to take into account the fact that everyone is basically selfish i.e, must see advantages for themselves

24. How to use an "each one teach one" approach to implementing BSA/career ed relationships

25. How to better use the BSA Career Interest Survey in BSA/career ed relationships

26. How to promote and use the in-school Exploring Program of BSA in ways that complement the LEA's career exploration efforts

27. What kinds of working relationships should exist between BSA and State Departments of Education?

28. How to involve parents in a BSA/career ed joint effort

29. How to avoid the problems of reducing quality through using untrained volunteers

30. How to get "how to do it" materials to BSA volunteers involved in BSA/ career ed efforts

31. How to develop a MASTER PLAN that emphasized the Exploring Program as an integral part of the career ed delivery system

32. How to put a "kids helping kids" emphasis into BSA/school career ed relationships

33. How to use the BSA Exploring Division to reduce bias & stereotyping

34. How to involve BSA in Community Work/Education Councils

35. How to use BSA to provide concrete materials to teachers for use in inserting a "careers" emphasis into the classroom

36. How to help teachers and counselors see how BSA can be a resource to improve the quality of their efforts NOT as something that "adds to their load"

"Snapshot" Pictures of Conference Participants

Ben Alford - Montgomery, Alabama

- Now serving as a "Field Director" Not a "District Executive" as such is now responsible for 4 "districts"
- Has been in Montgomery for only 1 month has already made contact with Anita Barber

Niel Carey - Maryland

- Maryland has been engaged in career ed for at least 10 years
- Future emphasis will be more on the concept of SERVICE as a career option
- In last few years, our State Bd. of Ed has made "preparation for work" one of 5 basic competencies required for high school graduation
- Has a big emphasis on the "community as a learning laboratory"

Sam Morgan - Los Angeles, California

- Has currently worked with 21 high schools in Los Angeles with a program to bring community resource persons into schools
- L.A. has an in-school program for Cub and Boy Scouting
- Sam serves as Director of Community Campaigns (fund raiser)

Walter Faulkner - Vermont

- Career ed is infused into academic subjects with a "careers" emphasis now present in most academic disciplines

Gene Bowden - BSA

- Was Director of the Career Education in Scouting/USA
- Has "maintaining collaborative efforts with career ed" in his current job description as Commissary Manager For The 1981 National Scout Jamboree
- There is now a career ed emphasis in all 3 basic parts of BSA

Art Tartaglione - Rhode Island

- Since 1974, has been on Exploring Council in Rhode Island
- Has worked extensively with the Exploring "career interest survey"
- 40 LEAs in Rhode Island - 37 participate in the "career interest survey"

Ed Kolosvary - Leominster, Massachusetts

- Fulltime job is as a Chief Warrent Officer
- Serves as a volunteer in BSA
- While in Germany, he developed a career development program for a DOD Dependent School (as part of student teaching)

Saul Dulberg - Connecticut

- Has been involved in Scouting for many, many years
- Our State Board of Ed has required both a career ed policy statement and a 5 year plan of action for implementing career ed from all 165 LEAs
- Our action plans DO call for community collaboration
- Our State Board of Ed has named 11 mandatory areas of instruction one of which is "career education"

Jimmy Tant - Charlotte, North Carolina

- Serves as Exploring Director paid professional staff person in BSA

IDEA: How to establish collaborative relationships involving the school district, the BSA, and other community agencies in non-threatening ways that avoid the "takeover syndrome"

Gene: One of the mistakes we make is that we tend to start programs without having done proper research to determine who is the real "power actor" in the community. The MASTER PLAN for each LEA ought to start with identification of such "power actors". We should wind up with nobody felling threatened. Our message from BSA should be "THIS IS WHAT WE CAN DO - HOW MUCH OF IT DO YOU WANT?". BSA has 3 basic types of programs:

- Cub Scouting
- Boy Scouting; and
- Exploring

any part of which can be used to meet the career ed goals of any school district who wants to form linkages with BSA.

Jimmy: Its important to be flexible without breaking the basic policy guidelines of either the LEA or of the BSA.

Niel: In smaller communities, there are lots of volunteer service organizations providing valuable services to youth. Similarly, in local school districts, there are a variety of educational programs that have some "careers" overlap. What's needed is for each to clearly spell out their objectives/activities so that we can avoid overlap and duplication. That's STEP 1. The SECOND step is to get the different community organizations together so that all of these efforts are better coordinated. In short, we have to coordinate each community program with each of several school programs and then coordinate the community programs with each other.

Gene: We tend to get into trouble whenever we try to do things in a hurry. We need a tailor-made presentation in local communities that the teacher can use when the Principal observes "WE HAVE 48 COMMUNITY GROUPS TRYING TO COME INTO OUR SCHOOLS - HOW ARE WE GOING TO WEED THEM OUT?" In the case of the

BSA, our message must be that we are here to help the school do better what the school system is trying to do anyway - not as something to be "added on" to the school.

For example, in St. Paul, Minnesota, an in-school Exploring program was established for 16 "Explorers" who are now centering their activities on helping the school district's career ed coordinator.

Don C: I believe we would get better cooperation if we build some kind of recognition system for participants into our MASTER PLAN. If we are to recognize attainments in career ed, there has to be community involvement in setting up a mechanism for measuring attainment. This is very much involved in establishing an appropriate "recognition system" that can be applied to educators and community persons - both.

Gene: Sometimes our BSA programs in local schools can help some career ed "types" look good. For example, we had some "Occupational Educational facilitators" in North Carolina schools who included our "Exploring Program" in their reports of their career ed activities. That's OK with us so long as the kids get the help they need.

Niel: Hank Weiss (California Industry/Education Council) has a "cafeteria of programs" that have worked in various communitites as collaborative efforts. Our MASTER PLAN ought to include some examples of programs now in existance of good BSA/school district career ed efforts.

Would BSA be willing to be involved in helping to build a DIRECTORY OF COMMUNITY CAREER EDUCATION EFFORTS? (Note: I am not talking about the usual "community resource catelogue". The kind of new Directory I'm talking about here would include a description of the program and its objectives.

Gene: Yea But if such a directory is to be useful, it would be necessary for a common format of types of activities be formulated with each community organization then plugging in where its efforts correspond to a particular kind of activity.

Walt: DISAGREE. The place to start is with the priorities the local school board has established for the year. Unless the activities of community organizations can be seen by local Superintendents as contributing positively to one or more school board priorities, he/she is going to resist having those community organizations coming into the school system. The Superintendent isn't going to listen withour such a framework to 14-15 different kinds of community organizations.

Ben: In Columbus, Georgia, my first contact was with the local Superintendent of Schools. In our discussion, I discovered that one of the high school was operating at less than maximum success four kinds of clubs:

- a radio club
- a photography club
- an ROTC program; and
- a clown organization.

Each of these "clubs" obviously depended on community resources for their success. We have now converted all 4 of these "clubs" to EXPLORER POSTS and, by doing so, have both helped the school system to better use community resources and, in addition, meet some of their educational priorities.

Saul: We need a MASTER PLAN that addresses the "turfdom" issue. Our Plan should be prefaced by a statement that it focuses on the needs of youth NOT on the needs of organizations. Any MASTER PLAN must begin by looking at both the commonalities and the diversity of interests among various community groups. THIS IS A RESPONSIBILITY TO BE TAKEN BY THE LEA CAREER EDUCATION COORDINATOR.

Gene: DISAGREE. The volunteer "Scouter" is going to have to make these kinds of community contacts at the local level. The "National" policy of any given group may mean lettle or nothing at the local community level. For example, if Rotary International has a National policy on "career awareness", that doesn't mean that any given local Rotary Club will have even heard of "career awareness" let alone be doing it.

Jimmy: BUT the BSA can be helpful to other community groups if they want to move in this direction. For example, in Charlotte, N.C., our local Rotary Club said they would like to volunteer their members to serve as resource speakers in the local school district's career ed effort. We the BSA surveyed Rotary members to identify speakers and they turned the results over to local educators who are serving as "Explorer Post Advisors" within the school system.

Walt: As a State Career Ed Coordinator, how do I make contact with the Boy Scouts of America?

Gene: We can identify the Explorer executive in the local BSA Council in the capital city of the State where the State Career Ed Coordinator is also located. This, for example, is what we did in Denver, Colorado where, now, they set up a BSA Task Force that meets quarterly with the State Career Ed Coordinator.

Saul: We do a similar kind of thing in Connecticut.

Don C: While most States have several BSA Councils, there are 4-5 States where only one BSA Council exists in the entire State. BSA has in their National organizational structure six Regional BSA areas that cover the Nation. Each has a person with whom the State Career Ed Coordinator should make her/his first contact.

Gene: DISAGREE. It would be much better to contact the Explorer person in the State Capital and set up the kind of Task Force that evolved in Colorado. This could and should be done in a very informal manner.

Don C: DISAGREE WITH GENE. If the State Career Ed Coordinator doesn't make his/her first contact with the BSA Regional person, someone gets in trouble. That Regional person can and will put the State Career Ed Coordinator in contact with the most appropriate persons at the State/ local levels within the State.

Gene: DISAGREE WITH DON. In North Carolina, for example, we simply furnished the State Career Ed Coordinator with a geographic overlay showing the territory covered by each of the 8 BSA Councils in the State. Using this, the State Career Ed Coordinator could easily direct a local school career ed person to the appropriate BSA Council.

Ben: If I were a State Career Ed Coordinator, I would make two contacts:

- the Regional BSA office; and
- the local BSA Council in the State capital.

Each could supply a list of BSA Councils in the State. By using both, you would have a good backup system.

Don C: BSA protocol insists that the first contact be made with the BSA Regional offices, then with the local council.

Gene: I don't disagree but the final action should be area or local.

Art: In Rhode Island, we were looking for a vehicle useful in communicating with LEAs about community resources. To do this, we created a STATE CAREER EXPLORATION COUNCIL whose mission was to see exactly what each of our community organizations say they provide. The kinds of information collected obviously has to be adapted at the local level i.e., not ALL these organizations have local counterparts who are active in following through on the organization's career ed commitment. What's holding us up now is discovering answers to the question of how - given all this information we proceed to IMPLEMENT career ed at the local community level.

Walt: I'm still trying to figure out what I, as a State Career Ed Coordinator, am supposed to do to establish and operate a viable linkage effort with the BSA in Vermont. I understand that I am to:

- describe the 3 basic programs of the BSA
- contact the Regional BSA person
- contact a BSA person in my State capital (if I have one); and
- set up a Task Force meeting between BSA reps and myself.

My question is ONCE I HAVE THE TASK FORCE, WHAT AM I SUPPOSED TO DO NEXT?

Saul: Mu answer would be that you should now try to figure out ways of increasing both the number of Explorer Posts and the number of youth who are "Explorers" in Vermont. Remember, the objectives of the Explorer Program are to:

- establish Explorer Posts; and
- enroll youth in these Posts.

The objective of career ed is to expand the opportunitied for youth to explore careers. These objectives are consistent, not inconsistent or contradictory. The State Career Ed Coordinator who helps expand Explorer Posts is also helping to implement career ed in her/his State. Its just that simple.

IDEA: How to convince educators that it's in their best interests to push establishment of Explorer Posts in their school systems

Saul: The concept of career education must include opportunities for career exploration. Explorer Posts are set up to provide such opportunities. THIS

IS NOT TO SAY THAT EXPLORER POSTS ARE PERFECT FOR CAREER ED THE WAY MANY OF THEM ARE NOT SET UP. For example, there is a need for Explorer Posts to adjust so that, instead of talking a specific career area, they organize themselves so as to allow ecploration of a broad cluster of different occupations. As an illustration, instead of setting up both an "Aviation Post" and a "Trucking Post", it would be better to establish a "transportation post".

Don C: More Explorers are now enrolled in "general career exploration posts" today than are enrolled in any one of our many specific occupational categories of Explorer Posts.

Gene: AGREE WITH SAUL. BSA "types" will be more successful if they move to expand the variety of career options within a given Explorer Post. That isn't difficult. For example, if you have a "Medical Explorer Post", you can find almost every kind of occupation represented within a given hospital setting.

Niel: Several years ago in Maryland, we had a State Director of Voc Ed who who was very involved in Scouting. He was pushing, amony other things, use of the Explorer "CAREER INTEREST SURVEY" within local school districts. Some school people were suspicious that the BSA motive behind providing this SURVEY free was simply so that they could identify and then recruit youth for various kinds of Explorer Posts. When we revamped the SURVEY around our own system of career clusters (that our local educators were used to working with) we found the SURVEY itself to be much better accepted by educators - i.e., they saw it then as something THEY could use in THEIR work with youth.

Ben: We're off the topic. Our question here is WHY WOULD A LOCAL SCHOOL DISTRICT WANT TO ENCOURAGE FORMATION OF EXPLORER POSTS?

Walt: I don't have any trouble seeing how, under provisions of 95-207 (The CAREER EDUCATION INCENTIVE ACT), "career awareness" can be tied to "Cub Scouting" and "career exploration" to "Explorer Posts". However, I don't see how the Boy Scout effort is tied to career ed.

Gene: The Boy Scout career ed effort is centered primarily around providing Scouts iwth good occupational information.

Don C: I had no trouble working with the local school district in Kansas City because we were able, with our CAREER INTEREST SURVEY, to meet the school district's expressed need to have an unbiased career survey. The school system was eager to have our results and it didn't cost them a penny.

Saul: As I understand it, Cub Scouting at the elementary school level deals primarily with the domain of arts and crafts - i.e., with a "hobbies" emphasis. Is that right?

Don C: NO. You have been given a popular misconception here.

Gene: AGREE WITH DON. The 1980-81 Cub Scout Manual IS oriented around "career awareness". In each of our 1980-81 "themes", a clear "careers" emphasis can be seen.

Is there a danger that, if the local school district administrator feels that career awareness/exploration can be well done by the BSA, some might conclude that they need no additional career ed effort on the part of the school system itself?

Niel: NO. No community has sufficient resources to set up and operate a sufficient number of Explorer Posts to cover ALL the students in the local high school.

Gene: AGREE WITH NIEL. Explorer Posts reach only 3-5% of secondary school youth. There's no way the local school district could meet the career ed needs of ALL their students simply through efforts of the BSA.

Don C: AGREE. That's one of the problems BSCs face because of the need to find chartered partners they ofter find they can't expand the number of variety of Explorer. Posts as rapidly or as fully as youth would like them to do.

Walt: Based on what we've said, it seems to me that I, as a State Career Ed Coordinator, need only to:

- make the kinds of initial contacts we've talked about here; and
- get the work about BSA out to the local school districts.

I don't see where our MASTER PLAN is going to call for State Career Ed Coordinators to do much than that.

Saul: AGREE. The function of the State Career Ed Coordinator, in terms of the local BSA MASTER PLAN, is to act as a catalyst to show local school districts the many ways in which the BSA can be helpful to them as they move to implement career education.

Walter: We do have some "leadership" funds, under 95-207, in every State that could be used to bring BSA Council leaders together with local career ed coordinators. That looks like a possible additional suggestion our MASTER PLAN could make to State Career Ed Coordinators.

IDEA: How to help educators understand that Scouting is an EDUCATIONAL tool that they can use

Sam: Let me give you a few examples illustrating this:

Example 1: At a United Way meeting a couple of weeks ago Bruce Woods, Principal of Roosevelt Elementary School in Long Beach, California talked about Sammy, an 11 year old with a severe "truancy problem". He reported that this boy started showing up consistently on their In-School Scout meeting day. Bruce stated Sonny's reading desire has improved with the Scout Skill Books and he was the first student in the class to recite the Boy Scout Oath. The Principal liked what we are doing, not because the boy gets a "badge", by rather because he has improved his reading skill and self esteem. He finally belongs.

Example 2: Rose Madrid, a 19 year old female law enforcement Explorer from Lennox, California was able to get a job at the Lawndale City Hall, typically reserved for 21 year old persons based, in part, on what she has learned as an Explorer.

Example 3: Jeanne Perkins, Manager of the Work Processing Department at Toyota told a group of 100 high school students during an Exploring Career Club presentation that while they should learn shorthand, many businesses don't use it in their work anymore. She then invited these students to come down to her place of employment and see how the new word processing equipment is being used - a definite valuable set of things for these youth to learn.

The point is, these and many other kinds of BSA activities are educational tools that are available for use by local school systems.

Ben: Our MASTER PLAN itself, if done right, will obviously help answer the question of how BSA can and is a valuable educational tool.

Gene: Example 4: I know of one Explorer Post where the Explorers themselves (who were responsible for making their own by-laws) included requirements that, in order to remain an "Explorer", any member must:

- stay in school; and
- not get into legal trouble.

We kept 17 potential high school dropouts in school through the Explorer Post.

Walter: Where can I find some additional concrete examples of "success stories" illustrating BSA as an educational tool for career ed? We need some of these for our MASTER PLAN.

Saul: Its easy to illustrate how BSA contributes positively to many of career ed's goals. For example, one of the goals of career ed is to increase parental involvement in career development of their own children. Contributions to that goal are easily seen in the "Den Mother" arrangements for the career awareness activities of Cub Scouting.

Don C: The problem BSA faces is not one of "selling" BSA to parents as "a good thing" they believe it is. Rather, the problem is one of getting parents involved with their own children in Scouting. That problem is most severe and most obvious at the high school level. For example, 95% of the leadership (volunteers) in Cub Scouting have a boy in the program 49% is the figure for Boy Scouting but that figure is only 6% for the Exploring Program. Part of the explanation is that, as youth become more mature, they tend to look for role models outside the home/family structure.

Don C: School systems need to understand that one of the reasons BSA likes to establish Explorer Posts in schools is that the school system is more stable than some of the other possible kinds of community sponsors we sometimes have to use. So, too, are sound local businesses and industries. That's what we try to involve them.

Ben: If an Explorer Post is established in a school system and if it operates during the school day, we try to get an educator in that school system to be the "leader". Further, we try to get the LEA to think of that Explorer Post as an intergral part of their total career education effort. That is, we don't need to claim "ownership".

Walt: I don't think it is necessarily the best idea to try to convince the school system to think of the Explorer Post as part of their "career ed effort". That is, some local school systems aren't at all interested in "career ed" BUT those same school systems may well have other educational priorities that could be used as justification for installing an Explorer Post within that school system.

Jimmy: My 9th Grade Explorer Post is one of the "General Career Exploration Posts". We were able to sell our local school system on the basis that this Post would help youth to explore careers. The school system "sponsors" this program (i.e., it provides both the leadership and a place to meet). In order to start this Post, we first put on an information program for the entire 9th grade student body. We then opened it up for any interested student to join and asked those who wanted to join to pay our regular $3.50 fee.

Sam: In Los Angeles, we charge no fee to any youth. Instead, our money comes from the sale of boats people in the community have donated to our Sea Exploring Program.

Ben: Usually, if a particular youth can't get pay the $3.50, we have some alternative ways of gettting the money to cover this. We have Boy Scout Council activities for our 9th grader Explorers a few other Explorers Posts for special weekend activities. Our goal is to get resource persons to come into the 9th grade classes to talk to youth about careers once a month. In addition to this "careers" meeting once a month, our Explorers also have another meeting each month in which they conduct other Explorer Post business including planning for their annual "career Day" which they put on for ALL the students in the school.

Ben: It would be good if our MASTER PLAN recommended a special activity period during the school day when things such as meetings of the in-school "explorer Post" could be held.

Don C: Don't think that ALL Boy Scout Councils would adopt the kind of approach Jimmy has described for us here even if someone laid it in their laps! There are a good many of our 416 BSCs who simply wouldn't buy this approach. True, BSA is moving in this general direcrion BUT many BSCs still don't accept the concept of the "in-school" program.

Ben: We use our 9th grade "in school Explorer Program" which is general career exploration as a basis for offering youth more specialized Explorer Posts when they are in Grades 10-12.

Saul: Say you have a 9th grade general "Career Exploration Post" that includes a monthly meeting for its members sometime during the school day. Do just the "Explorers" get to attend that meeting? Could other Students not enrolled as "Explorers" attend as well?

Ben: Its usually limited to the "Explorers".

Gene: NOT ALWAYS. In some State, its required that we offer such experiences if they take place during the regular school day to any student enrolled in the school.

Saul: Let's role play - say I'm a school counselor. Wouldn't you expect me to resent it if the Explorer Post in my school set up and ran the annual "Career Day"?

Sam: In Los Angeles, we have high schools waiting for our Explorer Program now. When we started, it was with a general recognition that L.A. school age youth were being given, at best, only mediocre chances to really explore careers. We offered to help the L.A. school system meet this obvious need and they bought it. It was just that simple. All of our costs (up to now) have been paid for by the sale of boats donated to us. We are now moving into a pattern whereby, if a given local industry donates, say, $2000, they can get a placque placed in the school disignating them as a "sponsor" of that school's Explorer Career Program.

Gene: The basic and most common method of financing BSA operations is by having the youth pay his/her own $3.50 dues. If the youth can't pay this, we typically find some other way through community resources.

Niel: Could Explorer Posts be open to youth earlier than at the 9th grade level?

Ben: The requirement is that the youth must have reached age 15 OR have finished the 8th grade in order to be eligible.

Niel: It would be illegal to have a Boy Scout troop in a school meeting during the school day so long as only boys are admitted.

Gene: I have high hopes that our new BSA career ed publication will be a useful tool in helping educators understand and accept BSA as a valuable educational resource for career ed and for ways in which BSA can contribute to other goals of the school district as well.

Walt: What is required to establish an "Explorer Post"?

Ben: At least 5 youth to enroll and 4 volunteer adults. It's important to understand that, if a teacher or counselor in the school agrees to become a "Scoutmaster", we, as the Boy Scout Council, have an obligation to train them to function in that capacity.

Niel: How ofter would a BSC professional typically visit an in-school Explorer Post?

Jimmy: In our program, at least one of our BSC professionals visits at every one of that Post's monthly meetings.

Niel: We need, in our MASTER PLAN, the following:

- section telling what BSA is

- some examples of successful practices in BSA/school system collaborative career ed efforts; and
- some action steps local school systems can use in making contacts and working with BSC personnel.

Gene: We have, as you know, our BSA "career ed brochure" now in print. What we the BSA now need is some kind of "how to use it" message from career educators. That's what I would like to see included in our MASTER PLAN. Our BSA career ed brochure is designed to help answer the question of how we help educators understand that Scouting is an educational tool.

Saul: BSA has very well organized inservice education materials that could be extremely helpful for any school system.

Niel: I think the BSA "career ed brochure" ought to be inserted in our MASTER PLAN somewhere. We've got to show somewhere in our MASTER PLAN the maximum extent to which the various kinds of BSA programs can be made available to ALL pupils girls as well as boys.

Gene: The PTA is the largest single sponsor of BSA troops at the present time. Remember, BSA troops don't have to meet on school time. Flexibility is very great indeed. We don't want to write into our MASTER PLAN the whole organizational structure of the BSA.

Niel: We need, in our MASTER PLAN, to say to the local community that if you want:

- a careers emphasis
- to save energy; and
- to reduce bias and stereotyping, the BSA in-school program is a good way to go.

Gene: Flexibility is what must be emphasized. For example, we havw places right now (the Kentucky Valley Educational Cooperative in Hazard, Kentucky is a good illustration) where the Girl Scouts of the USA and the BSA are joined in a combined effort.

Don C: BSA definitely DOES contribute to reduction of bias and stereotyping. 42% of our current "Explorers" are girls.

IDEA: How to document the various BSA/school district career ed models in a "how to do it" fashion and share these models with others

Gene: The models need to be simple and include the steps that made it work as well as the "success stroy" at the end.

Don: My job will be to collect all the career ed plans and activities being done by schools throughout the Nation. We eventually will consolidate this into a guidebook to be delivered to all 416 BSCs throughout the Nation. It won't be ready by Fall. We have some examples now that could be given to Walter.

Ben: Don't we have materials now from places like Seattle, Los Angeles, and Columbia, South Carolina?

Gene: I already have written up 4 models:

- handicapped persons, camp experience
- airport high school; and
- outdoor education plan.

Niel: Most of our local career ed coordinators wear at least 3 "hats". They need some concise, clearcut models. It looks like there's close ties between the 3 major stages of Scouting and the 3 major stages of career ed. If, then, in the back of our MASTER PLAN, we had some examples of how BSA could be used to do additional things such as:

- serving the handicapped; and
- reducing bias and stereotyping, it would be very useful.

Art: Are all the models we seek here those from the "in-school" BSA program?

Gene: Yes. We want models that pair up the BSA and the school career ed programs.

Niel: There are 3-4 things I want to do with BSA including:

- finding out how the BSA could help implement career ed
- call the BSCs in my State together to see what they are doing NOW
- figure out how, at the local level, the BSA can work with school districts; and
- followup to see how it works.

Ben: How helpful would it be if Walt had a copy of the entire BSA HANDBOOK including its merit badge system?

Walt: I can't use that much detail.

Gene: I will send Walt some sample pages he can use.

Ed: We want to emphasize that there's no one way of doing it. Any models we include ought to illustrate the principle that local variety is desired and needed.

Art: The bottom line is to put out information that can be utilized by TEACHERS. They don't want broad, philosophical statements. Instead, they need "how to do it" activities.

Niel: If I say to come to "your school" and help set up a Career Day, it would be meaningful to the LEA.

Art: The question the teacher will always have in mind is "HOW CAN I USE

THIS TO ACCOMPLISH MY GOALS?"

Ben: AGREE. 2-3 examples are all that are needed.

Walt: The real selling job to LEAs must be a responsibility of the State Career Ed Coordinator.

Saul: Our concern must be centered at the local level. The objectives of career ed are now stated clearly. What's needed is a set of activities through which the BSA can be useful to LEAs in attaining one or more of the LEAs current objectives.

Ed: LEAs could use the BSA as a resource if we just give them a few examples that would encourage them to get together with BSA reps.

Ben: One of the things we need is a short statement of career ed objectives that can be sent our to BSA "types".

Gene: To make this MASTER PLAN go, we're going to have to go into conferences where problems AND solutions are discussed. BSA has economic and organizational problems which if they collaborate with the schools could, in part, be solved. We need to get this idea into BSA training conferences AND into inservice ed for educators.

Niel: If we have a whole series of contacts with BSA "types", this would be tremendously helpful. As a State Career Ed Coordinator, I'd consider it one of my responsiblilities to get together with BSC executives in my State and plan exactly how contacts are to be made with local schools by BSA reps.

Possible roles for State Career Ed Coordinators:

- learn about BSA
- contact BSCs in the State to plan ways of linking with LEAs.
- make LEAs receptive to BSA contacts
- appear at BSC training meetings to talk about career ed
- set up State Career Ed inservice meetings where BSA reps would be invited to present.

Ed: Any State Career Ed Coordinator who wants to work with BSA could very profitably start by concentrating on just ONE good LEA and then use that LEA as a model example for other LEAs to consider.

Niel: AGREE.

Gene: In addition to finding a receptive LEA, we also have to make sure we have a receptive BSC in that area.

Don C: We have a whole group of professional Scouters who have their own image "Scouting". Whenever anybody comes along with a suggestion of change from, say, the "Outdoor Program", some will wonder whether or not what's being suggested is "REALLY Scouting". We're overcoming this gradually but there's a long way to go to convince them that the major goals of Scouting:

- character building
- citizenship; and
- fitness

are being met with this new effort.

Saul: We need to clearly convey the concept that career ed doesn't take place JUST in schools and is not DELIVERED ONLY BY SCHOOL SYSTEMS.

Gene: A BSC may vary in size from one county to 3 States.

Saul: I'd like to see any BSC establish a sufficient number of Explorer Posts so as to adequately cover ALL of the 15 basic career clusters of career ed THAT'S THE GOAL.

Gene: That's BSA's goal too.

Saul: I'm leery about school sponsored Explorer Posts. Maybe we'd be better off if such Posts existed primarily outside the school system.

Don C: There are two reasons why we seek to use schools to establish Explorer Posts:

- schools are a stable setting; and
- schools represent and environment where a number of youth are together who can't be put together at any other time of the day or in any other place.

Niel: In my high school, we had a graduation class of 7 persons. We made great progress when our local 4-H club arranged one meeting per month which, when it involved field trips, had great appeal to us students.

Gene: Transportation is a problem. If the school principal is willing, the Law Enforcement Explorer Post could, on occasion, meet in the school and, at other times, at the police station. Remember the planning for Exploring is done by the youth this is BSA's "secret of success" i.e., INVOLVEMENT of youth with adult LEADERSHIP. Flexibility is the key word.

Sam: In Los Angeles, we have 33 professional BSA field persons involved in traditional Scouting and Exploring our in the community and only 2 persons working in our in-school programs so our in-school program is a relatively small part of our total operations. Our in-school program is designed primarily to serve those youth who cannot be served in the communities where they live.

Gene: You might very well have an "in-school" BSA programs that is cosponsored by some community agency with money (e.g., Kiwanis) and the school system.

What would BSA want State Career Ed Coordinators and LEAs to do ideally?

Ben: I'd like to LEAs to simply tell me what they are doing in career ed and what their goals are. Then I would hope they will let me talk with them about various ways Scouting relates and can be related to their goals and their career ed efforts.

Sam: I'd like LEA career ed "types" to share their awareness of BSA with other educators in the LEA. We don't have a problem if we can tell our story but we need to tell it to CLASSROOM TEACHERS.

Jimmy: AGREE. We ask teachers to give our "career interest survey" and they need to know what it is and why its important.

Don C: I'd like the SCEC to be aware of the BSA as a valuable resource and the techniques of applying that resource to the local community career ed effort. In addition, I'd like the State Career Ed Coordinator to:

- Inform LEAs of the potential of BSA.

Don C: I'd like to see LEA career ed coordinators:

- contact BSCs and request help and/or
- be receptive to contacts made with them from a BSC
- meet with BSA reps to plan a customized way in which they can work together.

Don C: The LEA needs to know that there's a "blessing from on high" to support the BSA.

Niel: That would be no problem for me to supply our LEAs.

Walt: It would be more "on high" if that "blessing" came from our Superintendent's Association rather than from me.

Art: No problem for me to do this.

Saul: I might not want to send our that kind of letter. Remember, there are 19 other Community Based Organizations (CBO's) involved in this series. I wouldn't want to single out BSA from all others. That is, my "blessing" would be on ALL of the 20 CBO's.

Niel: I wouldn't want to issue a "blessings letter" for ANY CBO until I've first made contact with their State counterpart to find out that they, in fact. do exist in my State and are willing to work collaboratively with career ed.

Gene: I'd like SCECs to include BSA in their "ways and means" materials:

- include BSA in their State Career Ed Conferences
- emphasize the fact that BSA is a DELIVERY SYSTEM for career ed; and
- put BSA types on career ed programs as presenters.

Walt: Don't you want BSA reps on career ed advisory councils? I'm planning to use rep from each of the 20 CBOs in this series as my Advisory Group in Vermont.

What problems exist in getting SCECs and LEAs to become interested in linking with BSA?

Niel: The main factor we're going to have to deal with is getting a manageable process so that the LEA person can see BSA as helpful in carrying out the LEAs career ed effort. Some LEAs will see BSA as a "delivery effort" for career ed and others won't. ALL LEAd could see BSA as helpful to their career ed efforts.

Gene: Some LEAs have had bad experiences with BSA. For example, if the LEA asked kids to fill our the BSA "career interest survey" and then never got results back (as BSA promises), they're not going to be very receptive.

Niel: It's essential that we lay out the parameters so that whatever we do with BSA is a QUALITY EFFORT that can be and is DELIVERED. I'd rather see this approach with, say, only 5 LEAs than to do a sloppy, superficial job with LEAs all over the State.

Walt: I have a fear that, when we get these MASTER PLANS to the State and local levels, we will not always be able to deliver what the MASTER PLAN promises.

Gene: 95% of BSCs in the USA have conducted "career interest surveys" in schools i.e., there has been some contact.

Walt: I've seen some guidance people say that hte BSA "career interest survey" isn't a very valid instrument that others are better.

Don C: The smart BSCs are developing custom-made "career interest surveys" for different LEAs. IF that survey fits the needs of the LEA, it can also be useful to BSA.

Walt: Why not involve both the SCEC and the State Guidance Supervisor in setting up the format for the "Career Interest Survey" in each State?

Don C: DISAGREE. One form might not fit both rural and urban schools in the State.

Saul: AGREE WITH WALT.

Art: In Rhode Island, we don't have a State Guidance Gupervisor but, unofficially, I serve in that capacity as well as the SCEC. We've tried to emphasize the BSA "CAREER INTEREST SURVEY" is a SURVEY not a bonafide career interest INVENTORY that competes with others that are published commercially.

Saul: AGREE. The BSA "career interest survey" is not intended for use in individual counseling. Instead, it's a SURVEY for use in planning programs including Explorer Posts.

Art: Our MASTER PLAN must be simple and straightforward in showing LEAs how to work with BSA. Concrete illustrations must be included.

Art: We must emphasize the training aspects of what's necessary to get LEA persons and BSA persons working together it won't happen unless some training is provided in "how to do it".

Don C: If the SCEC puts out some information regarding BSA, he/she should make sure that the BSCs in the State have a copy of what's sent out or BETTER YET, get the BSC Executive to make input into the content of this material and get their approval before sending it out.

Saul: I don't see "problems" , I see an "opportunity". One of the greatest weaknesses of BSA is that they have "hidden their light under a bushel". I'd like to see the BSA embark on an active effort of publicize what they're doing in career ed.

Gene: If we could get some educational TV stations to let some of our business/industry people who serve as resource persons in Explorer Posts to discuss their careers, that would help.

Don C: We might get in serious trouble if, ad BSA, we publicized results from our "career interest survey" especially if those results have negative implications for some local industry who's been a big contributor to BSA!

Miniconference #158

WOMEN'S AMERICAN ORT AND CAREER EDUCATION

April 29-30, 1980

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Initial Ideas Raised by Participants

1. How to set up a system where WAO in the State can meet LEA career ed coordinators

2. How to identify specific ways in which plans for WAO involvement can be developed at the local and State levels

3. How to involve WAO in student contact activities

4. How to involve WAO in increasing public understanding of career ed

5. How to best involve WAO on Career Ed Advisory Committees

6. How to best form linkages between WAO and the SCEC when WAO operates on a District basis that covers multiple States

7. How to best use WAO media/communication contacts in the community

8. How to best link WAO with local school boards

9. How to use WAO as a National resource in a State where no WAO chapters exist

10. How to get WAO Regional persons over their fears of contacting SEA persons

11. How to help SCECs understand how to use community organizations at the State level

12. How to increase WAO participation, at the Chapter level, in LEA career ed activities

13. How to use WAO as a force to convene a variety of community resources for Education - i.e., coalition building

14. How to use WAO as a stimulus to encourage business/industry participation in career ed

15. How can SCECs best identify exactly where WAO contacts are located?

16. How to include examples of WAO involvement in career ed in the MASTER PLAN

17. Why should WAO be involved in career ed? What's in it for them?

18. Why should SCECs link with WAO?

19. How to help LEA career ed coordinators best contact WAO

20. How to use WAO's emphasis on QUALITY EDUCATION to encourage implementation of career ed

21. How to establish a plan for career ed implementation at the local WAO Chapter level

22. How to increase SCEC participation in State and local WAO program activities

23. How to identify WAO leaders at the State and local levels

24. How to fit WAO goals/objectives into career ed goals/objectives

25. How to use 95-207 funds to help WAO establish linkages with LEAs

26. How to establish an ideal model(s) for WAO/career ed linkages

27. How can a SCEC be kept informed of WAO career ed activities in her/his State?

28. How to put together a Directory of WAO leaders for career ed on a State by State basis

29. How to spread the word regarding WAO activities in career ed to local WAO members

30. How to involve WAO in a "careers of the future" effort

31. How to use WAO members in LEA career centers

32. How to use WAO chapters in monitoring career ed activities at the LEA level and publicizing results to the community

33. How to use WAO to help develop IEPs for ALL youth in schools

34. How to encourage WAO positive contacts with LEA principals

35. How to use WAO as a resource for encouraging educational change

"Snapshot" Pictures of Participants

Joan Zinn - Rochester, N.Y.

- District 3 of WAO covers Ohio, Michigan, Western PA & Western N.Y.
- Has been involved with the SCEC and with the State Career Ed Association in Ohio
- All WAO local chapters in Ohio are now represented on LEA Advisory Councils

Jerry Bowman - Arizona

- 680 elementary schools and 150 high schools in Arizona - serving 500,000 students of these, we are now reaching 95% of elementary schools and 100% of high schools with career ed

Jerry Bowman - Arizona (cont'd)

- Big emphasis on helping women in career ed
- Arizona was the first State to have a State law for career ed - have had it for 10 years
- Currently, $3.0 million State funds and $189,000 95-207 funds for career ed in Arizona - 7 SEA staff persons in career ed

Pepi Dunay - Jacksonville, Florida

- District 6 covers the 9 Southeastern States
- WAO is stronger in some of the Southeastern States than in others- for example, strongest in Florida BUT there are no WAO chapters in Mississippi
- WAO is most active in major metropolitan areas

Charles Greene - Oklahoma

- Oklahoma received $200,000 plus for PL 95-207, 35 LEA's our of 600 plus were funded
- We have had two State Career Education Conferences. One was held in August of 1979 and the second in April of 1980
- We have a State Career Education Advisory Council composed of persons from business, industry and education
- All funded career education programs were monitored by the State Career Education Coordinator the first semester
- Each Career Education Council member served on a minimum of two career education evaluations

Bea Forrest - Evanston, Illinois

- ORT is 100 years old - WAO is now 52 years old
- Bea is responsible, at the National level, for working up ideas for the philosophical/conceptual basis for various WAO activities
- WAO has Regional persons in each State
- Has initiated a legislative breakfast compaign at the local level aimed at supporting QUALITY EDUCATION

Doug Johnson - Colorado

- 181 LEAs - career ed in 152 of these
- Been involved in career ed since 1971
- State legislature passed a law in 1975 that required community partnerships on the State Advisory Council
- Funds for career ed, under current State law, due to expire June 30
- Colorado has combined career ed, community ed, and adult ed

Edlie Waldman - Spring Valley, New York

- District 2 covers most of New York State - concentration is Syracuse, Albany, and the greater New York City metropolitan area
- More WAO chapters (265) in District 2 than in any other WAO District
- Have not yet had much involvement in career ed at the State level
- Good involvement at the local level including things such as career fairs, advisory councils, etc.
- Has found some resistance from some LEAs to become involved with WAO

Paul Peters - California

- California has 10% of the nation's population - 4.5 million pupils in over 1100 LEAs
- Career ed started in 1971 - have used a variety of kinds of funding sources (voc ed, IV-B, Bilingual, Special Ed, 95-207, etc.)
- 202 LEAs funded under 95-207
- 4 SEA persons in career ed at this time

Ruth Taffel - Brooklyn, N.Y.

- Past president, District 2 of WAO
- Am on the New York State Advisory Council for Voc Ed
- Has been involved in career ed for some time now
- Currently National American Affairs Chairman for WAO

IDEA: Why should WAO be involved in career ed? What's in it for them?

Ruth: It's very important for career ed groups to know what WAO's interests are.

Paul: I want to know what WAO can do for career ed in my State.

Doug: When we develop our MASTER PLAN, we need to specify why ANY group should be involved in career ed. Why would WAO want to be involved? My concern is that, if I ask WAO to become involved, I have to know why WAO would put energy and time into career ed. How long will WAO plan to stay in the career ed "ballgame"? Are you going to be here today and gone tomorrow? We, as SCECs, know that EVERY organization has to have a "what's in it for me?" answer.

Edlie: We, in WAO, feel very strongly about public education. We believe Education is important to the presetvation of a democratic society. Philosophically, WAO is committed to QUALITY IN EDUCATION and has been for 100 years which should say something about our "staying power"! Will a given WAO Chapter committed to a particular kind of career ed project be committed to that same career ed project in 1985? We don't know that. We DO know that the Chapter will remain committed to the career ed concept.

Ruth: It's important to WAO to preserve the Jewish life. Our people need a democracy in which to live if they are to survive. QUALITY EDUCATION is essential for the survival of any democracy. Our history, as a people, has taught us that we can survive only in a democratic society. That is why we have supported quality education for 100 years around the world. Our organization realized about 14 years ago that we had been working for Jewish people in Education everywhere except in the USA. Our original commitment was to voc ed. We felt we had to show the USA that it's educational system has some serious problems. We're still looking for the ideal role we can play. However, our generic answer, if you ask us our goals, is that we represent an attempt to emphasize QUALITY EDUCATION.

Pepi: One of our goals is to create a situation in the USA where every individual can rise to his/her highest potential - just the opposite of Hitler's Germany. This is where career ed fits in - i.e., career ed reaches ALL youth in a positive, developmental way.

Sharon: One of the "what's in it for me?" answers for WAO is that career ed gives WAO members a chance to develop and participate in a "hands on" action program thar allows the individual WAO member to become directly involved in her own community. Until our American Affairs program came along, WAO members knew they were doing good things for youth around the world BUT they couldn't see or participate directly in the specific efforts their contributions paid for.

Ruth: Another part of the "what's in it for WAO?" answer is that, by participating in career ed, we bring WAO to the attention of the broader community and thus gain greater community support for WAO. By transporting some of what ORT has learned about quality education over the last 100 years from our worldwide operations to the USA, we can and are making substantial contributions to improving Education in the USA.

Bea: ORT's traditional support of vocational education - worldwide includes "career ed" just as fully as it does "voc ed" (as "voc ed" is practiced and difined in the USA). ORT sees "work" as "lifestyle". Thus, WAO found it very comfortable to fit "career ed" as practiced in the USA- into our basic philosophical beliefs. We see the disenchantment of American youth within Education and we are convinced that "career ed" is part of the needed answer to that problem.

Paul: How are we going to get this kind of good thinking out to all 50 of our State Career Ed Coordinators?

Doug: AGREE it's needed. We must put an introductory section on this in our MASTER PLAN. Where would we find this kind of official WAO statement so we can include it?

Paul: We're surfacing a concern of SCECs when we say that such a statement is badly needed. I called several before coming here so am not speaking only for myself.

Bea: We, in WAO, see "career ed" as having something for everybody, starting at a much earlier age than does American "voc ed". One of the reasons we've become interested in career ed is that, if it is done right, it will help "voc ed" to become stronger. We see "career ed" which starts early, has relevance for youth, etc. as something that can motivate both teachers and youth and, if that happens, surely the QUALITY OF EDUCATION in the USA will be improved.

Paul: One of the questions bound to come up is "why would a JEWISH group want to support and engage in career ed?

Ruth: It's O.K. with me if you say that we're doing it for "Jewish interests" i.e., we know the unemployed minority youth in the USA must be trained and become productive members of our society or American democracy can't survive. We strongly believe that these youth have a human right to these kinds of benefits and that, if done right, "career ed" can make positive contributions to seeing that this right can be exercised.

Edlie: Why would people think that WAO is trying to "lay something on them"?

Charles: One reason is that many people simply aren't familar with WAO. They want to know "what kind of track record do you have?" There are always a large number of community organization who ask permission to visit with youth and teachers within the schools. Educators can't open their doors to ALL those groups who ask to come in. A successful "track record" is essential.

Bea: One of the things we in WAO worry about today is the spector of "private schools" and the negative implications of this trend for American democracy. That's part of the reason why we're interested in helping to improve the QUALITY OF DELIVERY OF AMERICAN EDUCATION.

Paul: Maybe our introductory statement in our MASTER PLAN ought to emphasize WAO's recent involvement in American Education. WAO's goals and objectives as stated in the WAO "Education Bill of Rights" has much in common with the goals/objectives of career ed as stated in the official OE policy monograph "A Primer For Career Ed".

Edlie: We, in WAO, certainly don't have to worry about our "track record". We have a proven "track record", established over a good many years, of helping and being concerned about non-Jewish persons on a worldwide basis.

Doug: We have to get right our into the open exactly why its in the best interests of the Jewish people to support career education. The logic we have apparently been developing here would include the following sequential logical steps:

- Jewish people can survive only in a democratic society
- Education is important to the survival of a democratice society
- The full development of each individual which Education can help ensure is essential to survival of a democratic society
- American Education is in need of change
- Career ed is a vehicle for use in changing American Education

- The career ed concept is consistent with ORT's longstanding worldwide philosophy of preparing persons for work and for work as part of total lifestyle

THEREFORE, it's both logical and reasonable that WAO should be supportive of the career ed movement in the USA.

Ruth: The only really effective way to get the WAO story across to persons who don't know our movement is through personal contact. What's written in a peice of paper such as our MASTER PLAN won't do it. Our MASTER PLAN must include a set of suggestions for personal interaction between WAO members and career ed "types" at both the State and local levels.

Paul: AGREE. For example, a group of Chicanos told me recently that all WAO is trying to do is to keep Hispanic youth in voc ed, while the Jewish kids go to college.

Ruth: I understand that attitude, but it certainly isn't very justified. For example, one of the motivations for WAO to do such a huge PR job for "voc ed" in the USA has been to help Jewish mothers better accept voc ed as a legitimate type of choice for their children. We have made progress toward this.

Ruth: The development of positive attitudes toward work must begin at a very early age. That's one basic reason why WAO supports career ed. In addition:

- We in WAO can understand how and why career ed makes Education relevant to kids; and
- career ed's emphasis on expanding options for kids makes it mandatory that ALL options be made viable and this, too, is in line with WAO's basic philosophical belief.

I first saw the ORT philosophy in action when I observed a geometry equation on the blackboard in an optics class located in the Brooklyn vocational school. That example brought clearly home to me the need for both "voc ed" and "career ed".

IDEA: *How to use WAO as a force to convene a variety of community resources for education - i.e, coalition building*

Bea: The wide variety of CBO's now supportive of career ed must be brought together. Many of them have produced and now distribute various kinds of career ed materials. In addition to these CBO's, career ed has had contact iwth a number of industrial organizations and corporations supportive of career ed. These, too, should be included in a "coalition building effort". WAO could call all such organizations together for "coalition building" purposes. If a local WAO Chapter went into an LEA and offered to do so under conditions, of course, that include some LEA persons in the "coalition" it could be a very useful and valuable contribution to the career ed implementation effort.

Pepi: I, for one, wouldn't go first to the Board of Education of LEA. Instead, I'd just visit informally with the local career ed coordinator. Some careful ground work will have to be done with that person before any attempts at "coalition building" are made. For example, the Dade County Coalition for Career Ed started simply by learning from the local career ed "types" that there are a desparate need for funding of career ed within the school district.

Edlie: What's a "coalition" for once it's been formed?

Ruth: It can be a mechanism for use in identifying the need for career ed.

Joan: AGREE. A needs assessment must come first. We had one young WAO member who set out to "infuse career ed into the school" before stopping to first look at the need for career ed which obviously was a bad mistake. We can't as WAO go into an LEA and say we want to "do X" unless we can say, before we ask to do "it", why "it" is needed.

Bea: There are basically two conditions quite different in nature that could form different rationales for the functions of a "career ed coalition":

- In those communitied where the career ed effort has been well started, a "coalition" could be used to help actively implement career ed as a true community effort; or
- If career ed doesn't exist in a given community, a "coalition" could help make educational decisionmakers aware of the need for career ed and could act as a kind of "pressure group" to encourage school boards to endorse a school board policy on career ed.

Joan: AGREE. In addition, a third "condition" might be those communities where some collaboration now exists between the Education system and the Business/labor/industry community BUT not between the education system and CBO's in the community who, of course, need to be a part of the total career ed effort.

Jerry: What's the difference in mission between an "advisory council" and a "coalition?"

Ruth: A "coalition" has a different role than an "advisory council". "Advisory Councils" typically represent different kinds of people in the community whereas "coalitions" typically represent different kinds of organizations in the community.

Paul: There are 3 distinct things included in the basic meaning of career ed:

- It's developmental
- It calls for infusion into the existing structure of Education; and
- It calls for community involvement. If you look at it htis way, one could say that an "Advisory Council" must consider all three of these basic things whereas a "Coalition" would consider itself only with the "community involvement" segment of career education.

Jerry: Which is the "umbrella" and which is the "stem"?

Paul: In some communities, WAO will be the prime "coalition builder" whereas, in other communities, some other CBO may more appropriately play the role of "coalition builder". This isn't a career ed role that can properly be assigned only to WAO.

Jerry: I see lots of "career ed advisory councils" whose members do represent community organizations rather than types of people does that make them, in fact, "coalitions"?

Edlie: Is it likely that, once our MASTER PLAN exists, that a SCEC would go to an ORT State regional person and suggest that a State level "coalition" be established?

Paul: No. I'd go to one or more LEAs in my State and ask them to consider the "coalition" concept in their communities BUT I sure wouldn't try to start the "coalition concept" with a Statewide effort.

Jerry: I wouldn't ask any single CBO including WAO to take responsibility for forming a "coalition". That task, if it is to be done, could be undertaken by several kinds of CBO's no one of them has a more natural claim to this function than others.

Joan: One way of clarifying terms and functions would be to think that a "coalition" could exist to identify "needs" while various CBO's could each carry our various kinds of "tasks".

Ruth: If a "coalition" existed, it could also work to create environmental/ psychological conditions which would help make easier the work of these agencies and organizations to whom various "career ed implementation tasks" are assigned.

Paul: I think we need to build some kind of glossary here.

Jerry: Let me try by proposing the term "advisory/coalition". I.e., a single body who would perform both tasks. That's what we do in Arizona.

Pepi: I see the "coalition" as an ADVOCACY force whereas the "advisory" group functions in an ADVISORY capacity.

Sharon: Who says this is what a "coalition" does and that is what an "advisory group" does?

Paul: There is a natural tendency for any "advisory group" to soom become a "policy formulating" group.

Doug: The purpose of our MASTER PLAN is to communicate to both SCECs and to WAO. Our goal is to make multiple recommendations in hopes that individual SCECs can take the total list and select those recommendations which, in effect, will make the best "custom-made" MASTER PLAN for their own State.

Edlie: WAO's two current experiences with "coalition building" one in Dade County, Florida and the other in Arlington County, Virginia both involved a set of special circumstances. I don't really see many of our WAO chapters engaging in this kind of effort.

Joan: Last week, several of our WAO reps were invited to participate at the Ohio Career Ed Association meeting. There, the SCEC suggested forming a State "career ed coalition". "Coalition building", if it is to be done, must, of necessity, be a very long range effort going from the State to the school district to the local school level. It cannot be done quickly nor easily.

Jerry: I view a "coalition" as something that involves a number of CBO's. It seems to me that I, as the SCEC, should be the one who undertakes the task of coalition building. That is, its not something that anyone of the CBO's should try to do in a leadership sense.

Pepi: DISAGREE. If the SCEC sets up the "coalition", wouldn't it be tougher to get the "advocacy" role started and implemented? It seems to me it would be better if the "coalition" were formed independent of the SEA or the SCEC.

Ruth: AGREE WITH PEPI. If the "coalition" were formed as Pepi suggests, it could then when the occasion demands mount a letter writing compaign that would be very powerful indeed.

Bea: Of course, any career ed "coalition" must cooperate with the Education system. Just because the SCEC brings the CBO's together doesn't necessarily mean that the SCEC needs to control or direct its "advocacy role". Thus, I do not object to what Jerry has suggested.

Paul: DISAGREE WITH BEA. I'd have trouble in my State, as the SCEC, calling such a group together for two reasons:

- We would have to have a State policy that permits me to do so; and
- Somebody in our SEA would be sure to want to know exactly what I have in mind and if I say something like "politics" it would be vetoed.

"Advocacy" is a word I can get by with but even that would be difficult.

Joan: This is one advantage of Arlington, Virginia's "coalition" having been formed independently, it's now a nonprofit organization who can do what if feels needs to be done.

Ruth: I think it would be good for WAO if we WAO take the initiative in building the coalition. It would give us both credibility and publicity were we to do so.

Gail: There are limitations to the typical "advisory committee" in that it can go no further than to the Board of Education who appointed it. A "coalition", on the other hand, could be much more "public" in its pronouncements.

Charles: Are we saying that a "coalition" initiated by some outside group would have more political power than an "advisory group" appointed by the Board of Education? If so, I agree with that strategy.

Jerry: DISAGREE WITH CHARLES. My local Advisory Councils in Arizona have no fear of "lobbying" for career ed they do it all the time and extremely effectively too. ON the other hand, we have no "State Career Ed Advisory Committee". IF a "State Coalition" were fromed to supplement the actions and efforts of my local "advisory committees", I would have no problem with that.

Bea: I think our MASTER PLAN should call for "coalition building" but it should provide a series of options for forming "coalitions" including at the very least that:

- The SCEC forms the "coalition"; and
- WAO forms the "coalition".

uth: Wording is important. The role of a "coalition" would have to be stated in terms of "advocacy" but NOT in terms of "funding".

Doug: We've established consensus here thar "coalition building" is a good idea. We will put it in the first draft of our MASTER PLAN and hope that each person here will react to it.

IDEA: How to invovle WAO in increasing public understanding of career ed

Jerry: My concern is that public understanding ought to be much broader than what is done with newspapers. I see, for example, that "meeting with a Senate Committee" or "TV interviews" or "meeting with students groups" as additional tools for use in increasing PUBLIC UNDERSTANDING. This is a very broad term and can involve a wide variety of things.

Charles: AGREE. For example, I would see WAO talking to faculty members about career ed as yet another way to increase "public understanding".

Sharon: I can see WAO being invited to meet with the local Advisory Council on Career Ed prior to going out to schools to talk with educators.

Pepi: I like the "speakers bureau" idea. This is something we could do, as WAO, on assignment from the Career Ed Advisory Council.

Paul: Typically, most community groups have a "program chairman". Those are the people who need to be reached if the "speakers bureau" idea is to become a viable one.

Bea: Many WAO members have husbands who are good contact persons for use in working with a wide variety of kinds of community groups.

Ruth: Our MASTER PLAN should include a suggestion that the SCEC make up a list of organizations that should be reached and then pick from that list those organizations which WAO might most appropriately reach out to.

Bea: WAO tried that general approach several years ago in Iowa. The State Voc Ed Advisory Council trained some WAO members in what to say in explaining career ed to various community groups BUT, after being trained, no one asked them to speak!

Paul: As a SCEC, I would want to run the sessions for WAO members to train them in what to say about career ed in my State. This, it seems to me, is an essential suggestion to put into our MASTER PLAN. If, after being trained, WAO members need help in paying their expenses for going out to "give the word" to others, we could pick up those expenses from our SEA career ed funds.

Ruth: In addition to the "speakers bureau" idea, our MASTER PLAN should call for the SCEC to provide WAO, in each State, with information about the current status and nature of career ed activities going on in the State. A regular exchange of information should be called for in our MASTER PLAN - including putting WAO on whatever mailing lists exist in the office of the SCEC. WAO can't be of maximum help unless the SCEC is willing to keep them full informed. This very seldom happens at the present time and our MASTER PLAN should call foe correcting this situation.

IDEA: How to identify specific ways in which plans for WAO involvement can be identified at the local and State levels

Joan: The SCECs can call WAO and career ed "type" people together or at least cooperate in a meeting of WAO regional/area reps with LEA career ed coordinators in those localities where WAO is represented. There, WAO can be explained to the LEA career coordinators and the coordinators can explain the current status, funding picture, and plans for career ed. In our Ohio model, we arranged the table seating so that WAO and LEA people could interact with each other from the same localities. WAO paid transportation costs of its members and the SEA paid for lunch, the meeting space, and expenses of LEA people. On that day, every LEA career ed coordinator extended an invitation for a WAO rep to sit on his/her local career ed advisory council. Not all WAO chapters were able to accept these invitations, but there were invitations issued.

Our major problem was that the main co centration of WAO membership is not in the inner cities and that's where the MOST interest of LEA career ed coordinators was coming from. In the suburbs where the most WAO members live there was the LEAST interest on the part of LEA career ed coordinators.

The agenda for this Ohio WAO/career ed Day looked like this:

A.M.

- What is Career Ed In Ohio? (mainly steps to funding)
- What is WAO - why are we here?
- LEA slide-tape presentation on one LEA's career ed efforts with parents
- Presentation of examples of WAO involvement in career ed from a National Perspective

P.M.

- Small group meetings of LEA/WAO persons to develop local plans for working together. (NOTE: This was as far as we could go BECAUSE actions plans for WAO must be approved by the WAO organization in the Region and, obviously, those at this 1 day meeting could not officially speak for WAO.

Paul: This ought to be regarded as ONE POSSIBLE MODEL for our MASTER PLAN. I wouldn't, in my State, have the power to call that kind of Statewide meeting. Some LEA would have to call the meeting. With the size of California, we would have to do it on a regional basis rather than on a Statewide basis. The WAO members are in some parts of our State but not in others. Thus, we probably wouldn't blanket the State.

Joan: WAO dey persons in California could get together with Paul and identify the key areas of the State to contact.

Ruth: In California, we have 2 WAO Districts. One rep from each District could meet with Paul and set up a plan to identify key sections of the State where meetings similar to Joan's could be held.

Paul: The way it would work in a particular section of the State is that I, as the SCEC, would serve as a facilitator to meet jointly with LEA and WAO reps to liik at the Ohio Plan and decide whether or not they want to adopt it build a different one or ignore it. Each area would probably wind up with something a little different. The essential steps, in terms of suggested action steps for the SCEC, would include:

- Meet with WAO State leadership people to:
    - identify their interests; and
    - identify areas of the State where WAO members are concentrated
- At this meeting, develop a plan of action that the SCEC and the WAO leadership agrees to
- Using the "PLAN", contact LEA career ed coordinators in each Region identified by WAO to ascertain their interest in meeting with WAO reps in their own area. Simultaneously WAO will be conducting a survey of WAO members in each area to ascertain their interest and readiness
- Serve as a convenor/facilitator at the LEA/WAO meeting and charge each meeting with developing an "action plan" uniquely appropriate to that particular locality.

Gail: Is there any reason why it couldn't go in reverse order? For example, I might start, as an WAO rep, by contacting my LEA career ed people. The initiative could come from WAO just as easily as it could come from the LEA or the SCEC.

Bea: In principle, WAO has a National policy supporting career ed BUT, in a demorcratic organization such as ours, the adoption of such policies at the local regional/chapter levels is up to each of them.

Doug: The "Ohio Plan" should be included in our MASTER PLAN as one (among several) models to be considered.

Pepi: I have developed an "ADOPT A SCHOOL MINI MANUAL" for use with WAO members at the local level. It's designed to inform WAO members on what career ed is, some of the things WAO members could do to contribute to career ed, and tips for getting into schools.

Paul: That's the sort of thing that I, as a SCEC, need to take out to LEAs. Does WAO have a catelogue of career ed activities the WAO has carried out at the local level in various parts of the country? While such a "catelogue" couldn't be included in our MASTER PLAN, it could be a valuable resource for SCECs if WAO would prepare it and present it to all 50 SCECs. If done, it should identify each activity by locality along with the name of a contact person who could provide further information.

Bea: Such a "catelogue" wouldn't be very practical. Most of what we produce in WAO is for internal use not for external distribution. We could do such a "catelogue" for our WAO members BUT it probably isn't something that would be likely to send out to SCECs.

Pepi: Each year, we add some new things in terms of our WAO career ed "projects" Nationwide BUT we've never tried putting all these things together in the form of a single "catelogue".

Paul: If I sit down with an LEA, they're going to ask me what WAO can do for them. I need something whether its a catelogue or something else to use in "turning on" LEAs in terms of their interest in working with WAO.

Ruth: If the SCEC served, in each State, as the "convenor/facilitator" for local WAO/career ed meetings, it would give WAO an entree into LEAs that many do not now have.

Joan: I'm not sure that we would want the SCEC calling a meeting to discuss WAO with LEA persons unless a WAO member is present for that discussion.

Paul: That's not the way it works. My initial conversations with the LEA about WAO may well go better if a WAO member isn't in the room. I'm going to have to have some "ammunition" in the form of materials if I'm to interest LEAs in WAO.

Joan: What does the SCEC want from WAO at this first meeting?

Paul: I need first of all to know what WAO's goals are - the kinds of things we put in our MASTER PLAN yeaterday.

Ruth: The SCEC could help WAO by suggesting to them some things they need to understand about getting into schools and about working with educators.

Jerry: In Arizona, I wouldn't have much trouble. We have only 3 WAO Regions in Arizona. I could probably make contacts informally by simply meeting with their leaders who I already know.

Doug: Part of the meeting between the SCEC and the WAO leadership is going to have to be aimed at identifying the RESTRAINTS that exist to working together for example:

- If WAO isn't going to be willing to work in inner city settings; or
- If WAO isn't able to help us in rural parts of the State.

IDEA: *How to use WAO as a National Resource in a State Where WAO Has No Chapters As Yet*

Charles: All SCECs want to tap as many community resources as we can. As a SCEC in a State with no WAO Chapters, I'd like to know how WAO could help my State. Do you have any interest or plans to develop a WAO Chapter in Oklahoma?

Ruth: There are WAO Districts (9 in all) that cover theoretically ALL the States. We could send reps from the District to a State Career Ed meeting. In addition, we could send publications out to the SCEC including the ORT REPORTER, etc.

Paul: If I were in such a "non-WAO Chapter State", I'd look in the phone book for a synagogue and then ask the Rabbi there how we could link with WAO.

Bea: If WAO can't help in a particular State, perhaps some other CBO such as Junior League for example could get some of our WAO materials and the SCEC could link with that kind of organization.

Charles: Has WAO ever linked with other CBOs? Answer: Yes - in States where WAO exists BUT not yet in States where no WAO Chapters are located.

Ruth: Our MASTER PLAN should suggest that a SCEC, in a State where no WAO Chapters exist, should contact the District Office of WAO serving that State. I will get the list of District Offices to Doug with names and addresses to insert as an appendix in our MASTER PLAN.

Bea: The best and most obvious thing that could be done in a "non-WAO State" would be to get an WAO speaker at a State Career Ed Conference.

Charles: I couldn't even ask an WAO member without seeking permission from my superiors to do so.

What Else Would WAO like To Have Included In Our MASTER PLAN?

Joan: We need to emphasize the LEA level as much as possible.

Edlie: We need to include something about linking WAO with Boards of Education.

Ruth: We need to include something about how to use WAO as an agent for educational change including such things as:

- Using WAO members as speakers
- Using local TV show
- Free public service announcements on radio & TV
- Awards to students in career area
- Awards to essay contest winners on "what I want to be" essays; and
- Awards to a teacher/principal for some sort of outstanding contribution along with presentation of a framed copy of the ORT "EDUCATIONAL BILL OF RIGHTS".

Joan: 4 years ago, I was a commencement speaker at a high school talking about "quality vocational education".

Ruth: Our past entree into LEAs was primarily through vocational schools. At that time, academic high schools appeared not to need our help. NOW, with career ed and the changing times, it's obvious we're needed in academic high schools as well as in vocational schools.

Ruth: The SCEC should be using the resources WAO could provide in fostering positive educational change throughout the entire system of American Education.

Doug: That would be fine with us. We in career ed, have never tried to picture ourselves as a "program" but, rather, as a vehicle for use in bringing about educational change.

Ruth: Almost all WAO Districts pass resolutions on Education at their biannual meetings. A particular SCEC might want to use such a resolution in lieu of the National resolution on "Quality Education, Vocational Education, and Career Education" which now exits.

Miniconference #159

4-H AND CAREER EDUCATION

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Initial Ideas Raised by Participants

1. How to get "boss to boss" contacts made at the State level
2. How to get financing ti publish 4-H career ed materials
3. How to encourage communications between 4-H and career ed types at the LEA level
4. How to overcome the redistance of some LEAs to 4-H
5. How to get an organized plan for 4-H/LEA interaction in urban setting
6. How to find the time required to get 4-H and LEA "types" together
7. How to best share 4-H career ed materials with LEA career ed "types" across the State
8. How to make 4-H "types" become more knowledgeable of and interested in career ed
9. How to use 4-H as a part of the solution to declining LEA staffs
10. How to use 4-H in delivery of career ed to older students
11. How to link 4-H and career ed "types" in computerized career information systems
12. How to establish a National Resource Center for career ed in 4-H
13. How to further strengthen the "careers" emphasis in 4-H
14. How to use 4-H/LEA career ed linkages to gain greater parental involvement in career ed
15. How to use 4-H/LEA career ed linkages to gain greater involvement of the business/industry community in career ed
16. How to develop career ed specialty programs in 4-H
17. How to increase mass media communications projects in 4-H career ed delivery systems
18. How to get a joint National statement on 4-H and career ed
19. How to get contact lists of 4-H and career ed "types" to each other at the local, regional, and State levels
20. How to get over vocabulary difficulties between 4-H and career ed "types" and concept difficulties
21. How to build into our MASTER PLAN recognition of the fact that career ed, in 4-H, extends considerably beyond the "JOBS/ECONOMICS CAREERS" program of 4-H

22. How to share career ed materials and strategies between 4-H and LEA persons at the local community level

23. How to establish and conduct National career ed workshops for 4-H and career ed leadership types - i.e., the "legitimizers"

24. How to use 4-H inservice sessions for professional 4-H staff as career ed inservice for LEA professional staff persons

25. How to move toward a sustaining career ed emphasis in 4-H

26. How to determine what's a "reasonable" career ed emphasis in 4-H

27. How to increase in-school activities for 4-H

28. How to "collaborate" when staff changes are frequently made

29. How to link 4-H/LEA career ed "types" without worrying about the "who gets the credit?" question

30. How to document what 4-H types are doing in career ed

31. How to involve 4-H in helping link better with parents in career ed

32. How to involve 4-H in State Career Ed Conferences

33. How to involve 4-H actively in dropout programs

34. How to help 4-H volunteer leaders get appropriate career ed materials for their use

35. How to get appropriate training for 4-H volunteer leaders in career ed

36. How to get CETA/4-H/career ed joint efforts going

"Snapshot" pictures of Participants

Dennis Goodman - Kentucky

- Taught in public schools of New Mexico
- Worked in 4-H in New Mexico
- Now Extension Program in 4-H Specialist at University of Kentucky

Bob Meyer - Wisconsin

- 2/3 of LEAs in Wisconsin doing something in career ed now - mostly iwth local money
- Of 430 LEAs, 80 now participating in 95-207 career ed projects
- Has had some career ed/4-H linkage efforts already in Wisconsin

Sharon Anderson - North Dakota

- Former home ec teacher in public schools
- There are no fulltime 4-H agents in North Dakota further, county staffs in North Dakota aren't comfortable with career ed yet
- Now serving as 4-H Youth Specialist at North Dakota State Univerity

Larry Brown - Maryland

- Former teacher and 4-H Agent in New Mexico
- Has served as the Specialist at the National 4-H Council in the ECONOMICS/JOBS/CAREERS Program
- Currently full-time doctoral student at University of Maryland

Hope Daugherty - Washington, D.C.

- Currently serves as Acting Deputy Director - in charge of 4-H in the U.S. Department of Agriculture
- Career ed is an emphasis she has put in ALL of 4-H

Bob Weishan - Michigan

- 4-H did a lot in career ed during the early 70's - lots of collaboration went on at that time
- Currently there's a loss in career ed energy in 4-H State level
- 536 LEAs - 512 of these participate in 95-207

Walt Griffith - Illinois

- Has been invited to speak to State vocational guidance persons in Illinois next month
- Been involved this year with 15 career specialists, each from a different career area
- Has already established contacts with State Career Ed Coordinator
- Currently 4-H Program Leader at University of Illinois

Sharon Sheline - Indiana

- Of 300 LEAs, 24 have 95-207 grants going now
- 150 LEAs are now getting career ed funds through CETA in Indiana

Rick Barker - New Hampshire

- Formerly worked in an SEA in the RCU - Exemplary Programs and Professional Development for Vocational Education
- Has been involved in creating a MARINE AWARENESS program for 4-H
- Currently 4-H Extension Program Leader at University of New Hampshire

IDEA: How to use 4-H/LEA career ed linkages to gain greater parental involvement in career ed

Larry: Sharon Anderson is the person who's helped 4-H most with this thrust. Within 4-H, we've tried to pull together some ways in which parents can help deliver career ed to their own children.

Sharon A: My goal, in starting this, was to come up with some practical things parents could do to help their children in career awareness and career exploration. We looked for specific things parents could do and feel comfortable doing. This could be a joint goal between LEA and 4-H "types" in the total career ed effort and should be reflected in our MASTER PLAN.

Sharon S: AGREE. We've tried many ways, in our LEAs, to get parents more involved in home based career ed for their own children. A parent involvement model has been developed and will be piloted this month.

Sharon A: A good starting could be found just by understanding the meeting of "work" from a FAMILY STANDPOINT.

Hope: Sharon A.'s materials are primarily one activity per page. It's all a set of suggestions for use in encouraging parent/child interaction. This document is now being printed by the National 4-H Council and can be obtained through:

- a local 4-H agent
- a State 4-H office; or
- through the National 4-H Supply Service, 150 N. Wacker Drive, Chicago, IL. 60600.

Rick: In general, we try to encourage LEAs to get their 4-H materials through making contacts with their local 4-H agent.

Walt: Dennis has also produced a 4-H handbook for parents in mimeographed form available from the State 4-H people in Kentucky entitled CAREER BOOKLET FOR PARENTS: HELPING YOUR CHILD EXPLORE CAREERS.

Sharon A: Examples of the kinds of activities found in the "Parents and Career Ed" handbook I prepared include:

- Looking at family geneology through a "careers" approach
- Using want ads to get at career awareness
- Using product ads to increase career awareness
- Taking current types of unemployment and related topics that are in newspapers and making it a family conversation topic once a week

I got these and other ideas by looking at a lot of classroom materials and trying to adopt the "careers" ideas to what I know about the home/family structure and the family setting.

Larry: There are 10 persons on our National 4-H Program Development Committee on Jobs/Economics/Careers. That Committee picked "family involvement" as one of the priority items for us to emphasize. Sharon's involvement came about during the time she served as an intern with National 4-H Council (under our grant from the Kellog Foundation).

Dennis: Had I known - while a public school teacher - the wide variety of kinds of valuable career ed materials put out by 4-H, it would have made my teaching much easier for me.

Hope: We have 4 representatives from business/industry on our National Program Advisory Committee for the Jobs/Economics/Careers area. It was also their recommendation to provide a parental involvement emphasis.

Dennis: The "FAMILY LIFE SPECIALISTS" - (home economic experts employed by Extension Services) are currently working closely with 4-H now in increasing parental involvement in career ed.

Hope: AGREE. At least one such person exists as a professional staff member in every State Extension Service.

Bob W: I have some questions I must ask including:

- If there's a land grant college housing Extension Services in a State, is that where the State 4-H Headquarters are located?

  ANSWER: Yes.

- Are there 4-H County Agents in every county in the U.S.A.?

  ANSWER: A YOUTH SPECIALIST doesn't necessarily exist in every county but an EXTENSION AGENT does and one of that person's responsiblities is sure to be "youth".

Rick: We're using the term "4-H" here. Perhaps we should instead use the phrase "EXTENSION EDUCATORS WITH A YOUTH ASSIGNMENT" i.e., the Extenstion Service is much more than simply a youth organization. It's an agency that has many ways of helping people. What we really are is the "youth arm" of the Extension Service.

Hope: DISAGREE. There's a danger here. It's important for educators to know that 4-H is the designated youth component of the U.S. Department of Agriculture. Some people seem to be trying to avoid using the term "4-H" today and that's bad.

Bob M: Have any State or local 4-H Councils offered formal courses on the topic "PARENTS AND CAREER ED"?

Hope: They're much more apt to be "workshops" than "courses".

Larry: Some do offer such courses. It's possible to have them offered even at the graduate level.

Sharon A: The parental emphasis should begin with contacts between the State 4-H Dpecialists and the State Career Ed Coordinator. The State 4-H Specialist will then make the contacts with the FAMILY LIFE SPECILISTS in the Extension Division of the State. It would not be good if our MASTER PLAN called for the SCEC to make his/her first contacts with one of the "family life specialists".

Hope: AGREE. In some States, there aren't the kinds of good working relationships between the 4-H Specialists and the Family Life Specialists that we would all like to see. Our MASTER PLAN should propose the SCEC/4-H Specialists/Family Life Specialist working plan as one possilbe suggestion it's a suggestion that can and should be made operational in many States BUT it won't work in some States so we shouldn't expect ALL SCECs to try to implement that suggestion.

Rick: With the changing lifestyles in America, we really need to talk about the topic of "adult/youth interaction" not just about "parent/youth interaction".

IDEA: How to best share 4-H career ed materials with LEA career ed "types" across the State

Bob M: We've seen lots of good 4-H materials here today already. We need to share these and others with LEA career ed persons. One way of doing so would be through joint 4-H/LEA career ed workshops held for purposes of encouraging LEA and 4-H persons engaged in career ed to share their ideas and materials with each other. In addition, they should also consider sharing their lists of community resource persons.

Hope: I see a need for "legitimizing", at the 4-H level, the need to get 4-H persons and school persons to talk together. The 4-H people I've talked to at the local level sometimes appear to be operating as though LEAs don't either need or want them. We need to get across to both 4-H persons and to LEA persons that its going to be MUTUALLY BENEFICIAL for them to become involved in working together. Somehow, the Superintendents and the County 4-H/LEA contacts are on a "hit-or-miss" basis at the present time.

Sharon A: AGREE WITH HOPE. At the State level, this ought to begin with a personal meeting between the State 4-H Program Leader and the State Career Ed Coordinator (SCEC).

Hope: Our current 4-H Dorectory wouldn't tell a SCEC who the key "JOBS/ECONOMICS/CAREERS" person is on the State 4-H staff. It's that person (if such a person exists in a given State) who should be the key 4-H contact person.

Rick: The responsibility shouldn't be iwth one or the other. The SCEC and the 4-H Program Leader should both take this kind of responsibility if they do, maybe one of them will follow through and an actual contact may be made!

Walt: At a recent State Career Ed meeting, I asked the 100+ participants (LEA career ed "types") to contact me if they are currently working with 4-H persons in their career ed efforts. Nobody made such a contact so I assume they aren't yet doing this.

Sharon A: I just finished doing a workshop for State/County Extension staff on career ed. The career ed "types" from LEAs weren't included BUT they could easily have been. The subject matter would have been very appropriate for them as well as for the 4-H "types".

Rick: Often, if LEA teachers come to any meeting, they expect that someone will be paying their expenses if not extra money. In 4-H, we don't do that. Extension Agents get their travel paid out of their regular operating budgets but that isn't true for teachers. My point is, getting 4-H and teacher "types" to attend the same career ed workshops is a theoretically fine idea, but may not always be practical.

Bob W: AGREE. Unless some way is found to pay teacher expenses, there will be trouble making this good idea work.

Bob W: We in the school career ed business don't typically think about 4-H anymore than they think about us. We need to develop ways that will help each of us think about the other. I am talking here about the need to get professional persons from 4-H and from LEAs together independent of whatever we may do in getting our volunteers together.

Dennis: In Kentucky, we did involve our SCEC in our STATE PROGRAM ON EFFECTIVE ECONOMICS/JOBS/CAREER ED PROGRAMS FOR YOUTH - this was a workshop aimed at reaching professional 4-H persons.

Larry: We, in 4-H, could put on a program such as this in every State. We're already doing it in Kentucky, Utah, Montana, Virginia, and Hawaii. This could be anything from a 3 day workshop to a 40-80 hour University credit course. This kind of offering to include LEA career ed types could certainly be a part of our MASTER PLAN.

Larry: In addition to this kind of workshop for professionals, we, in 4-H also offer a "WORLD OF WORK" workshop for 4-H youth.

Sharon A: In North Dakota, we have a State Fair and several County Fairs each year. This year, we're planning to hook up our computerized career guidance system and have it manned by 4-H youth at our State Fair. We could link up with LEA career ed "types" who, if they agreed to work with us in this exhibit, could help others who use that system interpret what that information coming from the computer means.

Walt: State and County Fairs are held in every State. If this is a good idea, it could be done in every State.

Sharon S: That general idea could be a lot more than simply using the computerized information it could and should include lots of things in career awareness and career exploration. This is an idea that definitely belongs as one suggestion in our MASTER PLAN.

Dennis: The things LEA career ed "types" need to know isn't just 4-H rather, it's the total LAND GRANT UNIVERSITY COOPERATIVE EXTENSION SYSTEM.

Bob W: Hope has promised to provide me with a summary of that whole system and how 4-H fits into it so we can include this in the introduction to our MASTER PLAN.

Larry: The "Cooperative Extension Service" has now been included as part of the SCIENCE EDUCATION ADMINISTRATION EXTENSION, USDA.

Sharon A: At the State level, we have both the:

- Cooperative Extension Service; and
- University Extension Service

The COOPERATIVE EXTENSION SERVICE which is the agency responsible for 4-H is the one to be emphasized in our MASTER PLAN.

Larry: By accessing the COOPERATIVE EXTENSION SERVICE, LEA career ed "types" will be automatically linked with the entire law and grant university system this is the way to go.

Dennis: It's important to think about:

- 4-H as a career ed delivery system (which it is all by itself); and
- the COOPERATIVE EXTENSION SERVICE as a resource for both 4-H and LEA career education efforts.

The point is, the RESOURCES of the "Cooperative Extension Service" which LEA career ed persons could access extend considerably beyond 4-H.

Sharon A: How important is it to tell about the whole organizational structure of the COOPERATIVE EXTENSION SERVICE? Our MASTER PLAN is, it seems to me, going to have to be a lot more simplified than that.

Hope: AGREE. We need to get this MASTER PLAN in a form that makes sense at the local community level. At that level, the primary thing teachers and/or LEA career ed coordinators need to know is that they should make contact with their COUNTY EXTENSION SERVICE and ask who, in that organization, is responsible for 4-H.

Bob W: "Sharing" among 4-H and LEA career ed types should go considerably beyond the "sharing of materials" we've been talking about here. For example, we also need to share the pool of vounteer resources that both 4-H and LEAs have e.g., Wayne County, Michigan is now using 4-H as a resource for getting volunteers to work in LEAS career ed efforts.

Bob W: When 4-H and LEA career ed persons "share" materials with each other, who pays to make all the copies requested? We need to make sure, in our MASTER PLAN, that there is some way for those who want such materials to get them at cost from those who have them.

Sharon A: Right now, we in 4-H have some career ed material available for sale to others and some other career ed material which, while not copyrighted, is too expensive for us to reproduce even for sale to others.

Walt: I can't give ALL teachers who request them copies of all my career ed materials but I could give a set to each SCEC who, in turn, could reproduce them for distribution to LEAs in his/her State. It seems to me this is the strategy we could propose for use in our MASTER PLAN.

Bob W: DISAGREE WITH WALT. Most SCECs don't have printing money even though, under 95-207, they do have purchase money.

Bob M: DISAGREE WITH BOB W. SCECs could use some of their 10% "state leadership money" under 95-207, to print up some of the kinds of materials Walt if talking about.

Dennis: Last year, in Kentucky, we worked with 221,000 kids and put out 550,000 publications. Our COOPERATIVE EXTENSION SERVICE paid for all of this.

Walt: Another thing to keep in mind with respect to 4-H career ed materials is that while, for some, there is some kinds of "National" manual, it's much more typical for each State to develop their own (on a "share and steal" basis with others).

IDEA: How to get an organized plan for 4-H/LEA interaction in career ed in urban settings

Dennis: Urban schools have high proportions of eceonomically disadvantaged youth. With the large number of Congressmen now coming from urban areas, we must do something to serve such youth. Moreover, the business community leaders are typically in urban settings and, if we expect their continuing support, it wouldn't be wise for us to ignore the urban setting in either 4-H or LEA career ed efforts.

Walt: In some places, this is already being done. For example, 4-H currently has a big "careers" emphasis in urban Chicago. I agree this is probably the exception rather than the rule.

Dennis: In Louisville, our 4-H staffers are doing employability skill development for urban kids who are 4-H members BUT not for all kids in the school district. In addition, 4-H is also working with CETA in Louisville. We've had some contacts with the LEA career ed "types" but don't have a formal collaborative effort with them yet.

Bob M: We need not only to share community resource persons but in doing so we also need to work our arrangements so that we don't overwork any one of the resource persons we have. There needs to be some kind of SCHOOL/COMMUNITY COORDINATOR who coordinates use of community resources for the LEA, the Boy Scouts, 4-H, JA, Girl Scouts, and other parts of the total community career ed delivery system.

Dennis: In Louisville, we have a number of "District Superintendents" and everything that comes into the LEA has to be channeled through them. We in 4-H need career ed "types" to help us get better relationships with these District Supts.

Bob M: EXACTLY. That's why I think the SCHOOL/COMMUNITY COORDINATOR should be partly funded by the community and partly by the school system.

Hope: In Wichita, Kansas, various community career ed delivery systems the LEA, BSA, GSUSA, 4-H, JA, etc. all started asking for the same resource persons from the business/industry community to protect itself demanded some kind of community coordination arragement.

Dennis: The largest challenge facing both LEAs and 4-H, in the immediate future, will increasingly be found in urban areas not in Rural America. 4-H is doing something about this for example, since 1970, membership in 4-H has tripled in urban areas.

Hope: Right now, we have 22-24% (approximately) of 4-H members who are minority youth. This is higher than the proportion of minority youth in the general population so were not doing bad.

Hope: In urban areas where 4-H operates, there is a general "job" emphasis (the same general emphasis that permeates ALL of 4-H) but not necessarily a very strong specific "ECONOMICS/JOBS/CAREERS" program emphasis.

Rick: We don't have any actual statistics but, from a logical standpoint, it's obvious that some of the traditional 4-H kinds of activities e.g., livestock judging won't be found in urban areas. Thus, logic would tell us that there may well be a relatively greater "careers" emphasis in urban than in rural areas this is pure conjecture at this point in time.

Walt: We get resistance from some of our "traditional" rural 4-H people (especially those who are ag/home ec based) with respect to the new 4-H emphasis on helping youth make productive use of leisure time. In spite of some of this "traditional resistance", there is, within the National 4-H leadership, a decided emphasis here at present including an emphasis on camping. For example, we've now planned to add 3 specialists in "camping/outdoor activities" in our 4-H operations. It's new for us in Illinois, but, in some other State where 4-H operates, this emphasis has been obvious now for several years.

Dennis: AGREE. We now operate a number of "CAREER CAMPS" in the Appalachian area of Kentucky for 4th-5th grade youth, each of which is devoted to a career awareness emphasis.

Rick: We have these in New Hampshire too. In some of ours, we encourage the child to bring his/her animal and use them for career awareness kinds of things as well.

Sharon A: In North Dakota, we have a Statewide workshop for high school youth in career awareness/career exploration which we call CLUE-IN. It's a one week workshop. There's no reason why youth in that camp couldn't be resource people for career ed in their LEAs when they get back to school in the FALL.

Walt: In our University of Illinois "careers workshop" for 4-H kids, we included interviews with employers where these kids were able to apply for actual jobs.

Sharon A: Our MASTER PLAN should carry a suggestion that LEAs be encouraged to identify kids from their community - 4-H members or not who should go to our Summer "career camps".

Hope: AGREE. Remember, the 4-H "career camps" are open to ALL youth NOT JUST TO 4-H MEMBERS. We regard this as one good way to recruit new members into 4-H.

Walt: The possibility of using 4-H youth who have been through our "CAREER CAMP" as resource persons for LEA career ed efforts is one that is VERY important to insert somewhere into our MASTER PLAN. In addition, our MASTER PLAN ought to call for LEA career ed coordinators to volunteer to participate as staff members in 4-H "CAREER CAMPS".

Rick: Remember that 4-H funded as it is with Federal tax dollars cannot deny participation to any youth whether that youth is a 4-H member or not. 4-H IS ONE OF THE NATIONAL OUT-OF-SCHOOL YOUTH ORGANIZATION FOR CAREER ED THAT OPERATES WITH NO DUES CHARGED THE YOUTH.

Walt: We do, however, charge kids who come to our Summer "CAREER CAMPS" 40-50 dollars for the week. What we REALLY need in our MASTER PLAN is to have a Summer CAREER CAMP in every County which might then lead to a Statewide CAREER CAMP for advanced study.

Bob M: If we did this locally enough, it could even become a "day camp" kind of thing which could be run absolutely free.

Hope: If, at the State level, the SCEC and the State 4-H Leader worked our a plan for involving LEA career ed coordinators in 4-H Summer "CAREER CAMPS" using State career ed leadership funds from P.L. 95-207, it could be mutually helpful i.e., the CAREER CAMPS might be better in quality AND this could be very valuable inservice experience for LEA career ed "types". This suggestion, too, should be placed as a part of our MASTER PLAN.

IDEA: What are the implications of the loss of 30,000 4-H members in the JOBS/ECONOMICS/CAREERS program of 4-H during the last 12 months?

Walt: NOTHING NEGATIVE. Actually, there's been an increase in interest on the part of 4-H in career ed. There's nothing to worry about here is terms of 4-H long run interest in career ed. It's more a reporting error than anything else.

Hope: I almost see this drop in that program as a PLUS for example, if a kid is exploring "photography" in a special program, it will be reported under "photography", not under the JOBS/ECONOMICS/CAREERS category. I wouldn't mind if, eventually, the whole category of JOBS/ECONOMICS/CAREERS were to disappear.

Larry: The line item JOBS/ECONOMICS/CAREERS is one involving special projects having works such as "career ed", "economics ed", etc. in their titles. I'm not concerned about this dropoff in enrollment in JOBS/ECONOMICS/CAREERS because the "careers" emphasis is being infused into ALL 4-H projects and activities just as it's being infused into various subject matter disciplines in the public schools.

Rick: There are over 100 different program categories in 4-H for reporting purposes. The volunteer in 4-H makes the initial reporting and they often tend to report in terms of the subject rather than in terms of broad professional 4-H goals such as:

- child dvelopment
- career education; or
- health

That doesn't mean there isn't a pervasive emphasis in each of these broad professional goals taking place in many of the specific subject-oriented programs.

Dennis: In Kentucky, we reported only 9,000+ in the JOBS/ECONOMICS/CAREERS program but almost ALL of our 4-Hs had some "careers" emphasis in their special projects.

Larry: I think that the specialized JOBS/ECONOMICS/CAREERS program will still be needed no matter how much we "infuse" a "careers" emphasis in all other program. That is, we do have lots of kids who want to "try out careers for size: i.e., those who want a broad overview so that they can know better what all of their options are career exploration expansion of career choices are important concepts to 4-H.

Sharon A: AGREE. Lots of kids are more interested in where they can get a job than in what "clothing" is. Our kids in 4-H are persons who really want to work.

Larry: I think MOST kids really want to work.

Bob W: It would be good if we could have the futures with respect to the total numbers of kids over a multi-year period, who have enrolled in the JOBS/ECONOMICS/CAREERS program.

Hope: I will get that information to you.

Rick: I think the point has to be made that, when one considers the results, taxpayers get a whole lot for their money in terms of what they spend for Extension Service activities.

Dennis: We did a study last year and determined we had almost $20 million donated by our 4-H volunteers last year.

Sharon S: We do the same thing in career ed in LEAs for example, when the local plumber comes into a classroom to talk to kids about his work.

Bob M: In Wisconsin, we're now making up a form for use in recording volunteer involvement in career ed. This is very important and will become more so as States have to match Federal career ed dollars in future years.

Sharon A: Recording "volunteer contributions" would be a good career ed activity for kids to do.

Hope: We had a National study made last year of our 500,000+ 4-H volunteers and figured their "contributions" amounted to more than 600 million dollars per year (based on a VERY conservative estimate of using the minimum wage and the actual number of hours worked NOT counting any of the sizeable out-of-pocket expenses for travel and other contributions of the volunteer himself/herself).

Bob W: ALL organizations now have problems in keeping counts on their volunteers and their contributions. This would be one good way of demonstrating collaboration between 4-H and LEA career ed types i.e., we ought to learn how an LEA could collaborate with 4-H in community volunteer contributors. There's a danger here in that if you put the figure too high it flies in the face of our perpetual claim that "career ed is cheap". Can we count on the presence of volunteers for career ed year after year?

Walt: We doubled the number of 4-H volunteers in Illinois last year. For every one hour spent by professionals in 4-H, 10 hours of volunteer help is contributed.

IDEA: How do 4-Hs see other youth serving organizations such as BSA, JA, GSUSA, etc?

Hope: We have a NATIONAL COLLABORATION FOR YOUTH to which we belong. It invlov.s 15 National youth organizations including:

- Big Brothers/Big Sisters of America
- Boy Scouts of America
- Boys' Clubs of America
- Camp Fire, Inc.
- 4-H Youth Development
- Future Homemakers of America
- Girl Scouts of America, Inc.
- National Board, YWCA of the USA
- National Board of YMCAs
- The National Network of Runaway and Youth Services, Inc.
- Red Cross Youth Services
- United Neighborhood Centers of America

This COLLABORATION works together on programs of various kinds. For example, we are now all working together on a CETA project. We collaborated a few years ago on a big HEALTH emphasis. Another example can be seen our common emphasis and concern on the generic area of HEALTH and a similar interest/concern on CRIME/VIOLANCE ON TV. It should be noted that, while our Collaboration now talks together about the generic topic of "youth unemployment", we have not yet talked together about the generic problem of "youth career development".

Larry: The emphasis in the NATIONAL COLLABORATION has been on youth unemployment which is a big concern of the group but it is also true that the group does have some interest in "career development".

Sharon A: We don't feel any competition with other youth groups at all. We all work together. For example, many of our 4-H Clubs are now using the "FROM DREAMS TO REALITY" materials of the GSUSA.

Dennis: The biggest concern I have is that 70% of kids aren't tapped by ANY of these existing community youth groups. THAT'S WHY WE NEED SCHOOL SYSTEMS TO BECOME INVOLVED IN CAREER EDUCATION.

Larry: Of 45 million youth ages 9-19 in our Nation, 15 million are in some kind of community youth group, 5 million of whom are in 4-H.

Dennis: Our big problem, in 4-H is reaching youth in the age range of 14-19.

Bob W: Maybe we should emphasize, in our MASTER PLAN, that 4-H is especially helpful in serving youth in the upper elementary/middle school grades.

Bob W: We've heard you in 4-H describe a fantastic "job shadowing" 4-H program in Oklahoma involving in-school youth, ages 14-19. What exactly is the role of 4-H in conducting that program?

Larry: 4-H persons arrange for the academic credit, supervise the job shadowing experiences, etc.

Bob W: IF 4-H COULD SAY TO LEAS THAT THEY WILL BE WILLING TO BE RESPONSIBLE FOR THE IN-SCHOOL CAREER EXPLORATION PROGRAM AT NO COST TO THE LEA WE WOULD REALLY HAVE COLLABORATION GOING BETWEEN 4-H AND LEA CAREER ED "TYPES".

Dennis: Kentucky has a special 4-H program call the AMERICAN PRIVATE ENTERPRISE PROGRAM. It's paid for by the COUNCIL OF COOPERATIVES in Kentucky (e.g., Dairy Cooperatives, etc.). They designate an executive from one of the cooperatives to work on a loaned basis full time each year. At the County level, this program is worked through the school counselor, the 4-H the Chamber of Commerce, and other community groups. It's designed to help kids rally understand and plan for ENTREPENEURSHIP. OUR STATE CAREER ED COORDINATOR ISN'T INVOLVED IN THIS EFFORT AT ALL RIGHT NOW EVEN THOUGH SHE IS INVOLVED WITH 4-H IN MANY OTHER WAYS. We are refusing to make this program a "school course" but, in spite of this, have been very successful in getting kids released, on the average, for 3 full days per school year to participate. This whole program is carried our through use of community volunteers.

Larry: There are literally HUNDREDS of programs such as Dennis just described operating as 4-H activities around the Nation. That's part of the reason we really need a NATIONAL RESOURCE CENTER FOR CAREER EDUCATION IN 4-H. We have some of these activities recorded in a 4-H Guide now (which Larry is sending to K.H.). I envision the NATIONAL RESOURCE CENTER as something more i.e., it should provide things like inservice education to teachers and to volunteers, for example as well as simply serving as a supplier of ideas and informaiton.

Bob M: The concept of the NATIONAL RESOURCE CENTER ought to be extended beyond 4-H to include ALL kinds of career ed activities.

Larry: I would have no trouble thinking of it in that broader sense.

How do 4-Hs see LEA career ed efforts? What's in it for 4-H to support and join that effort?

Dennis: After all, the LEAs have the kids we need to get at the kids so we need the help and assistance of the LEAs.

Sharon A: We have County 4-H staff willing to help get things started in career ed BUT they don't feel very comfortable using career ed materials. If educators were to express interest working with them on use of such materials, 4-H County Agents would welcome this.

Larry: If you asked a lot of our County Agents what they're now doing in career ed, they would say "NOTHING". I.E., even though they ARE doing it, they don't recognize that ther are. All of our 4-H projects and activities are career oriented, we just don't call it career education.

Sharon A: County Agents don't have the TIME to do very much in career ed. They would welcome it if they saw LEAs taking hold in that area to a greater degree.

Rick: AGREE. The theoretical goal of a County Agent is to work himself/herself our of a job. If they could turn "career ed" back to schools (like they did with Driver Ed years ago) it would be just fine. Bicycle Safety is another good example. There, the Highway Safety Agency funded us for 3 years in N.H. so that we could learn how to do demonstrations of "Bicycle Safety". We worked with all kinds of community groups on this now community groups are taking this over BUT we 4-H were the ones who developed both the curriculum and the teaching materials for this effort. We still provide a demonstration bicycle and curriculum materials as needed.

Bob M: Is the uncomfortableness of 4-H County Agents in the "self awareness" area of career ed a part of the reason why they don't want to become too involved in delivery of career ed to youth?

Sharon A: Yea. Even though "self awareness" is a big part of 4-H.

Larry: Ideally, the Oklahoma "JOB SHADOWING PROGRAM" we talked about earlier is something we, in 4-H, would see as a continuing 4-H responsibility, BUT with the community carrying the major load for implementation and 4-H County Agents serving more as consultants and "encouragers". The 4-H model calls for LEADERSHIP DEVELOPMENT leading to others in the community DOING things with 4-H acting in an advisory and facilitotor role.

Walt: Not all 4-H agents are willing to let go of a program that's really working i.e., not ALL follow, in practice, the 4-H "theory" that Larry just outlined. Our 4-H Agents are counselors in the way thet function, but they don't want to be known as "counselors" i.e., they think of themselves as "ag specialists", "home ec specialists", etc.

Dennis: Career exploration has, for years, been listed as a 4-H area. I don't see this general emphasis as something that will be going away in future years.

Rick: I see 4-H as a CATALYST for making career ed a true COMMUNITY EFFORT. Each year, our 4-H Agents write a plan of work based upon youth needs in the County.

Sharon S: Many educators are having trouble thinking about or making career ed a true community effort. If 4-H could really help us link better with the community, it would be fantastic!

Rick: 4-H uses local advisory groups through the mechanism of COUNTY EXTENSION COUNCILS in each County having broad community representation. Those COUNCILS pass on the county Extension budget so have lots of power. There's real grass roots emphasis built into the total 4-H structure and operations through these by groups.

Sharon S: Since you have 4-H persons (of County Agents) in every County in the Nation, could we count on these persons going to LEAs to let them know what's available for career ed through 4-H?

Walt: That's already happening right now. Some LEAs have turned us down when we go to them. We in 4-H need career ed "types" to help encourage the "reluctant" LEAs to work better with 4-H. This is part of the "What's in it for 4-H" answer.

Hope: LEAs have all sorts of community pressure groups trying to get the schools to change their curriculum. I don't blame them if they're suspicious of those who try to do so not all are as well-meaning nor as professionally responsible as are 4-H.

Larry: In many places, career ed "types" could find 4-H "types" who will be very helpful in building up community linkages for the schools. The community volunteer system will eventually do most of the work. 4-H will continue such leadership activities as:

- developing new programs; and
- monitoring action programs

Remember, 4-H has a real experrise in community organizations and how to use them.

Dennis: 4-H is the educational arm of the USDA. The need for career ed will be a continuing one. I don't see it going away nor do I see 4-H running away from accepting responsibility in this area.

Bob W: Sometimes, the major thing needed on the part of the SCEC is to simply endorse and support 4-H. Maybe there isn't a great need for COLLABORATION between 4-H and SCECs. The SCEC doesn't have to have at the "HEAD OF THE PARADE" with all community groups.

IDEA: How to get appropriate training for 4-H volunteer leaders in career ed

Rick: We depend on volunteers a great deal in 4-H. We need to take time to train them. We would like the LEA career ed coordinator to be a part of the team training community volunteers in career ed.

Sharon A: AGREE. If we can get some "5 minute activity ideas" from LEA career ed "types" to the 4-H County Staff, that would be helpful IF the LEA career ed coordinator really participated in the ACTUAL training of volunteers, it would be even better. Educators, remember, carry a lot of clout a least in small rural communities.

Bob M: It would be better to let local teachers work with 4-H volunteers than to ask SCECs to do so.

Dennis: One of our biggest problems with volunteers is school resistance to the use of volunteers. They seem to much prefer it if we always bring in 4-H professional persons. Career ed "types" will have to help us solve that problem. The County Agent simply doesn't have time to go into all schools in the county personally.

Hope: LEA resistance to "volunteers" is, in part, due to the great variability in the QUALITY of volunteers. Some of those who volunteer aren't qualified. Each year, 15-16 volunteer training sessions now take place at the National 4-H Center not counting the special 2 weeks each summer on JOBS/ECONOMICS/CAREERS.

Walt: We depend on a wide spectrum of community persons as volunteers some will be qualified and others will not.

Hope: Often, we find more who are NOT than who ARE.

Dennis: We really need LEA career ed "types" to help us get our WIDE SPECTRUM of volunteers into the schools.

Bob W: This is what we can do for you through career ed. SCECs need to get Superintendents turned on the 4-H. That IS possible right now.

Bob M: Assuming that 4-H has a volunteer training program in place, it's certainly possible for LEA career ed "types" to come in and help with the training itself.

Dennis: Volunteerism is essential to 4-H. Membership in 4-H doubled during the decade of the 1970s BUT professional 4-H staff has increased less than 50% we MUST depend on volunteers.

Bob W: The big difficuly is finding the TIME to use volunteers wisely. It's important to legitimize the career ed effort. This is one of career ed's big problems in order to make what is VIABLE also VISIBLE.

Miniconference #160

NATIONAL SCHOOL VOLUNTEER PROGRAM AND CAREER EDUCATION

May 13-14, 1980

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Initial Ideas Raised by Participants

1. How to tie use of business/industry persons into the existing curriculum.
2. How to make better use of retired persons in career ed volunteer activities.
3. How to use NSVP to establish a network of community resources for career ed.
4. How to help community organizations work together while retaining their individual identities.
5. How to share volunteers among various community organizations.
6. How to use community coalitions to gain school board approval for career ed.
7. How to share ideas for use of community volunteers.
8. How to use NSVP to help SCECs link with community volunteer organizations.
9. How to make a MASTER PLAN that avoids overuse of volunteers.
10. How to use NSVP to ready community volunteers for working with school systems.
11. How to increase parent involvement in career ed - as volunteers.
12. How to use volunteerism as a way of meeting career ed needs of adults - as well as youth.
13. How to use NSVP to gain business/industry support for Education in general - and for career ed in particular.
14. How to use NSVP to encourage the corporate community to go into areas of the community where little or no resources exist.
15. How do SCECs link with NSVP at the State level?
16. How can SCECs help community school volunteer efforts not affiliated with NSVP better link with NSVP?
17. How to use NSVP to help school administrators better see the potential of and need for use of volunteers in the schools.
18. How to get a COORDINATOR OF VOLUNTEERS in each SEA.
19. How to use an NSVP/SCEC linkage as a true "womb-to-tomb" effort.
20. How to use NSVP in staff development efforts in career ed that will make LEAs more amenable to use of volunteers in career ed.
21. How to include in our MASTER PLAN an organized system for use of volunteers in rural communities.

22. How to use NSVP to strengthen the operation of community career resource centers - that serve adults as well as youth.

23. How to involve working parents as volunteers in career ed.

24. How to use NSVP/LEA career ed coordinators to undertake an "Adopt-A-School" program.

25. How to use business/industry contacts to increase the use of recently retired workers as volunteers in career ed.

26. How to use NSVP as a resource for increasing small business and minority business involvement in career ed.

27. How to encourage LEA career ed coordinators to better link with NSVP where both "types" exist in the same LEA.

28. How to educate teacher unions on the use of volunteers.

29. How to match talents of volunteers through career ed in ways that make the volunteer feel his/her efforts are more meaningful.

30. How to use volunteers to increase P.R. for schools.

"Snapshop" Pictures of Participants

Jean Myers - Houston, Texas

- NSVP started in Houston in 1970.
- We have 8,000 volunteers - including parents, retired persons, college students, business/industry persons, etc.
- Now using business/industry persons to talk - in 9th and 10th grade English classes - about importance communications skills in work.
- Community Resource Bank Involves 1,000 speakers primarily on careers.

Gail Vitek - Seattle, Washington

- Our older (senior citizen) volunteers come from 97 different occupational backgrounds.
- We can find something for EVERY volunteer to do that's meaningful.
- The Chairman on the Seattle School Volunteer Services Advisory Board started PIPE - (Private Initiative In Public Ed) - a community coalition effort involving many business and community groups.
- Now working, among others, with both WAO and JL in Seattle.

Ray Bouchillon - Georgia

- Has been involved in career ed since 1972 - SCEC since July, 1978.
- We have a Georgia Committee On Volunteerism that is active.
- Our Governor sponsors a yearly conference on "volunteerism."

Mildred Jones - New York City

- NSVP started in New York City - will shortly celebrate our 25th anniversary.

- We started with an emphasis on using volunteers in our instructional program and as role models for youth.

- We have been emphasizing parent involvement in careered and in the SVP in general - with changes now coming in home/family structure, this emphasis is both NEEDED and it is CHANGING.

Anita Barber - Alabama

- Career ed started in Alabama in 1970 - Anita is SCEC since 1972.

- 127 LEAs - 925,000 pupils - career ed now implemented in 75% of LEAs.

- 18 of 24 postsecondary institutions now involved in career ed.

- We have lots of volunteer efforts now going on in LEA career ed.

- We have a State Advisory Council for Career Ed - and 36 local ones.

Jody Wardle - San Francisco

- SVP in San Francisco is a nonprofit organization dedicated to serving the San Francisco public schools.

- NSVP in S. F. has 4 major projects: (a) CORE - (how to help LEAs find and train volunteers; (b) CAPS (Corporate Action In Public Schools Program); (c) A cross-tutoring program (use of students as volunteers); and (d) Community Resource Service - a specific career ed project to implement career ed in the classroom with use of community volunteers.

- Jody works in the COMMUNITY RESOURCE SERVICE -

Jim Hancock - Mississippi

- We have a State law mandating career ed in all LEAs - of 153 LEAs, we can say career ed is present in 57 of them today.

- Our teacher certification program calls for all newly certificated teachers (beginning in 1981) to have preparation in the methods and philosophy of career ed.

- Career ed has been going in Mississippi since early 1970s.

Sarah Davis - Los Angeles

- NSVP started in Los Angeles in 1963.
- 3 major components: (ka) YOUTH GROUP - 8,000 students in a tutorial program; (b) Regular adult school volunteer program - 26,000 adult volunteers; and (c) DOVEs Program - 4,200 senior citizen volunteers.
- We have a Community Resource Bureau - which serves adults who want to talk about careers.
- Next Fall, we will have, in 10 elementary schools, a project carried out in collaboration with ou telephone company in which pupils can call WORKING PARENTS to talk to them about their careers while those parents are still on their jobs.
- WAYNE CARSON is the new LEA career ed coordinator for Los Angeles -Sarah meets monthly with Wayne.

Henry Helms - North Carolina

- Has been SCEC since Summer of 1979.
- Career ed began in N. Carolina in early 70s - was, at one time, discouraged by th State Bd. of Ed - but now coming back.
- Now have a State Board policy supporting career ed as a K-12 effort.
- Have 26 planning grants in LEAs under 95-207 - & 2 larger grants.
- Volunteerism is big in North Carolina - Governor is strongly promoting volunteerism.
- Volunteerism started as an instructional effort - now moving toward an "Adopt-A-School" approach - several business are now providing 1/2 time persons to work with LEAs statewide for a full-year.

IDEA: *How to get a COORDINATOR OF VOLUNTEERS in each SEA*

Jody: The basic problem is how to fund such a position. There is a need to get SEA understanding that problems of working with volunteers include those of how to MANAGE volunteers is a s well as how to RECRUIT them - e.e., working with school volunteers and resources.

Jean: We, who currently serve as heads of school volunteer efforts in large LEAs, need this kind of SEA assistance to help solve problems of smaller LEAs in the use of school volunteers. Smaller LEAs - where full time professionals in school volunteerism don't exist - need in SEA technical assistance both in the philosophy behind and the operations of school volunteers.

Henry: Why can't we expand this idea by suggesting such a position on the Governor's staff in each State - in addition to this kind of position within the SEA?

Jean: Such persons on Governor's staffs are obviously in a political position - i.e., they change rapidly. To make an investment in educating such persons might not pay off for a very long period of time.

Sarah: Persons in "volunteerism" on Governors' staffs typically are charged with promoting the use of volunteers in many parts of the State society - i.e., way beyond the Education system. Thus, I strongly support placing this position at the SEA level.

Ray: While many LEAs don't employ a "school volunteer coordinator," many do employ a "community education coordinator" - could this person serve the "school volunteer coordinator" function?

Jean: No. Most "community education coordinators" are involved primarily in after-school efforts - whereas NSVP "type" coordinators are mostly involved during the school day.

Gail: FURTHERMORE, most "community education coordinators" work more with adults than with youth - they do NOT take the place of nor serve the same function as "school volunteer coordinators."

Gail: At the State level, there are today some coalitions of "volunteer groups" BUT so many of these groups function outside of Education that an NSVP "type" may feel out of place meeting with them.

Mildred: If we had a COORDINATOR OF VOLUNTEERS in each SEA, it would certainly help credibility to LEA "Coordinators of Volunteers." That's one practical reason why such a position IS needed.

Gail: NSVP as a National organization, has 10 Regional Vice Presidents (corresponding to the 10 OE Regions). In addition, as NSVP, (NOTE: NOT AS SEAs) we have an NSVP "State Coordinator" (and sometimes more than one) in almost every State - with a "job description" for that "State Coordinator" supplied by NSVP.

Anita: Is there a way we could get this list of NSVP "State Coordinators" to all SCECs? Answer: Yes.

Gail: Our MASTER PLAN should include a suggestion that, in those States where we fail to get a COORDINATOR OF VOLUNTEERS appointed as an SEA staff person, the NSVP "State Coordinator" in shcu States: (a) identify those key SEA staff persons who are concerned about and involved in "volunteerism;" and (b) call periodic meetings of such key staff persons. For example, I have already made contacts in my SEA with persons in community ed, in parent involvement programs, and in career ed - these are examples of the kinds of persons I'm talking about.

Anita: NSVP, apparently, has recently sent a letter to each State Superintendent of Education asking him/her to name an SEA "contact person" for the SCHOOL VOLUNTEERS area. Our MASTER PLAN ought to call for including the list of such "contact persons" as well as the list of the NSP "State Coordinators." In addition, BOTH such persons should be named to the State Career Ed Advisory Council - our MASTER PLAN should call for this too.

Sarah: I'm not much in favor of NSVP asking for names of SEA "contact persons" -

i.e., as I see it, such a "name" may actually slow down appointing a full-time professional person as COORDINATOR OF VOLUNTEERS in the SEA. About 5 years ago, NSVP asked for such SEA "contact persons" - and nothing much has happened since. Why start doing it all over again?

Jean: Some SEAs do now have a COORDINATOR OF VOLUNTEERS on the SEA professional staff. Such positions now exist in the States of (a) Maryland; (b) Rhode Island; (c) New Hampshire; (d) Florida; and (e) Louisiana. Most of these positions have been created by actikns of State legislatures in these States.

Jody: We need some "outcome data" from these 5 key States to help us make the case with respect to the need for similar positions in other SEAs.

Sarah: SCECs need to be made aware of NSVP "types" as resource persons for use in developing guidelines for State Career Ed Plans. We have not been much used in these ways to date.

Gail: Many SCECs need to recognize - and appreciate - the fact that there exist a wide variety of community groups who depend very heavily on VOLUNTEERS for the effectiveness of their operations.

Sarah: I think SCECs ought to be more assertive in telling their State Superintendents how much they really would like to be the liaison with NSVP VOLUNTEERS to be appointed in their SEAs. SCECs could do much more to make this happen than they have been doing to date.

IDEA: How to use NSVP to Establish a Network of Community Resources for Career Education

Gail: We need to know the names of the other community organizations now involved in career ed. If we had such a list, we could contact each of them and try to establish working relationships. I see NSVP as the kind of community organization very appropriately used for purposes of calling all the others together to form a COMMUNITY COALITION FOR CAREER EDUCATION.

Jody: As NSVP, our primary goal is linking the broader community with public education. No other organization can make that as their UNIQUE claim.

Gail: AGREE - at least so far as "use of volunteers" is the topic under consideration.

Jean: We know that there are already in existence many different kinds of parent advisory committees - e.g., Title I Parents, etc. - BUT what we're looking for here is ACTIVE INVOLVEMENT.

Gail: If any part of the business/industry community has some materials they want to get into the schools, we in NSVP can act as a "legitimizer" for bringing such materials - when appropriate - into the schools. This is another vital function NSVP could perform in career education.

Mildred: DISAGREE. I don't want NSVP to be viewed as a "screen" for approving materials to come into the schools.

Jean: AGREE WITH MILDRED. Our primary job is linking people, NOT screening materials.

Jean: NSVP "types" act as "legitimizers" of community resources for LEAs. The easiest way for any segment of the community to become linked with the LEA is through working with the School Volunteer Dept.

Mildred - By State LAW (in many States) Coordinators of School Volunteer activities are the persons having responsibility for screening, selecting, assigning responsibilities, eliminating those not qualified, etc. - community elements (including individuals) who seek to establish working relationships with LEAs. This is a vitally important way in which we could - and should - serve career education.

Sarah: AGREE. California, for example, has a State law like this. Not ALL States have such laws, but many do.

Jean: In Houston, we have a School Board policy that says ALL business/industry involvement in schools - other than that related to voc ed - SHALL be coordinated through the school volunteer program. (NOTE: That policy is NOT always followed).

Jean: REMEMBER, most NSVP "types" are very limited in staff. There are many things we should do that we cannot do given our very limited staff.

Sarah: About 2/3 of those "volunteers" participating in LEA career ed efforts do so on a "1 shot" arrangement - NOT on a continuing basis (which represents NSVP's primary interest). NSVP, while interested in CONTINUING arrangements, is committed to supplying volunteer services wherever needed in the LEA - whether they be of a short-term or a long-term nature SO NSVP "types" certainly would regard career ed "1 shot" use of volunteers as part of their legitimate concerns.

Gail: AGREE ON JOINT EMPHASIS ON BOTH "PERIODIC" AND REGULAR VOLUNTEERS. The number of "regular" volunteers - who come in weekly in our program - is abo t 17,000. This is the same (17,000) as the number who come in "periodically." I need to give EQUAL recognition to BOTH groups.

Sarah: Our school volunteer program does give "recognition" to volunteers - also, we encourage the schools in which the work to provide "recognition" and appreciation.

Jim: We, in career ed, need and use BOTH "regular" and "occasional" volunteers. In Mississippi, our State law indicates that community resources from the private sector should be used in career education. I don't know if we have another State law that calls for NSVP to "certify" our use of such persons.

John: In our NSVP survey of SEAs seeking "contact persons," we now have received 15 replies naming such persons - NONE OF THOSE NAMED TO DATE IS A STATE CAREER ED COORDINATOR.

John: The only State with a State law related specifically to supporting school volunteer programs in Florida. There, they have a State law that provides for paying 1/2 of the salary of the LEAs School Volunteer Coordinator.

Anita: One of our biggest responsibilities in career ed is going to be communication with the general public. I think it would be a serious mistake if the key SEA "contact persons" named by SEAs for NSVP turns out to be the "community education coordinators" - it would be MUCH more appropriate to name the SCEC.

Anita: It would be an excellent culminating activity, at our upcoming Regional Conference in Atlanta, if the SCECs attending that meeting were to call for NSVP to serve as a vehicle for pulling together ALL the community organizations involved in this entire series of miniconferences.

Jim: IF, in our MASTER PLAN, we say to SCECs that there IS an organization - namely, NSVP - specifically existing for purposes of coordinating community resources for the improvement of public schools, most SCECs would take hold of this. ITS CRITICAL TO ACKNOWLEDGE THAT NSVP - AS THE PERSONNEL OFFICER FOR THE COMMUNITY VOLUNTEER EFFORT IN PUBLIC EDUCATION - BE SEEN AS AN AGENCY TO PROTECT BOTH THE VOLUNTEER AND THE SCHOOL SYSTEM.

Anita: AGREE. The NSVP "types" ought to be the ones that pull our other community organizations together.

Sarah: We have some schools in our school district with as many as 200 parent volunteers who work with the school on a continuing basis and in a variety of different ways - BUT, when the career ed "types" want to put on something such as a "career day" - they often ignore this valuable volunteer resource and seek to assemble a complete "outside" group. THAT IS AOUS ERROR. I'd like to see our MASTER PLAN call for our REGULAR parent volunteers to talk to kids, on a systematic basis, about careers - we're always looking for new kinds of exciting assignments for our "regular" school volunteers - and this would be an excellent one to add.

Mildred: AGREE. Part of our "secret" for high retention rates among our "regular" school volunteers is that we offer them a variety of kinds of things to do. This definitely helps keep them interested in serving as school volunteers.

Jim: School administrators constantly face the problem of having many, many different kinds of community groups with programs to "sell" the school system. Its potentially bad P.R. whenever one of these is turned down. Therefore, its important to join forces with all those students. NSVP should be able to help "legitimize" community groups for the school administrator.

Gail: AGREE. We NSVP "types" do screen every community volunteer group that wants to work in our LEA.

Mildred: In New York City, the building principal screens parent volunteers but we, in the School Volunteer Office, have a responsibility for certifying all other community segments who want to come into our schools.

Sarah: In Los Angeles, we require 2 references for each school volunteer. In addition, we have about 100 community organizations - like the National Council of Jewish Women - who screen their own members for us. If we place the wrong kind of person as a "volunteer," we're really in trouble. Thus, we have to be very careful about this.

Mildred: In New York City, another part of our screening of school volunteers in an "orientation and training program" each new one must go through. We do this routinely for resource persons who come into our LEA as school volunteers. THIS SHOULD BE IN OUR MASTER PLAN.

Sarah: AGREE WITH MILDRED. Our MASTER PLAN should definitely include this kind of suggestion to LEAs.

Jim: I'm concerned now about what we're going to do in smaller communities where no NSVP "type" is employed by the LEA. How, in such communities, are we to make sure that our career ed school volunteers are both screened AND trained?

Gail - IF we can get SEA recognition that the NSVP concept is needed and valuable, it would, perhaps, mean that an SEA "school volunteer expert" will be available to help such smaller LEAs in the State. Our MASTER PLAN should definitely include, as one of our suggestions, a plea for each SCEC to seek official SEA approval for the NSVP concept.

John: AGREE WITH GAIL. Its important to note that the CCSO currently does have policy statements on their books fo both "career ed" and for "school volunteer" efforts. These two kinds of policy statements need to be put together and recognized as related to each other. NSVP has begun a process for hosting State conferences on use of school volunteers - something like a "mini-version" of our NSVP annual National Conference.

IDEA: How to Help Community Organizations Work Together While Retaining their Individual Identities

Gail: We in NSVP can certainly, at a minimum, encourage the other kinds of community groups involved in this series of miniconferences to:

- compare their efforts with ours
- join our advisory boards; and
- work with us in identifying mutual goals and objectives that we hold as well as recogninzing goals and objectives UNIQUE to each such community organization.

Anita: Our MASTER PLAN should encourage each SCEC to examine the goals and objectives of each of our community organizationa for purposes of seeking the kinds of similarities and places of uniqueness that Gail is proposing here BUT this isn't something we should ask NSVP to do. SCECs should do it.

Sarah: It will be very important to look at each of these community organizations from a "WHAT'S IN IT FOR THEM?" perspective. This is the clearest and most direct way of assessing similarities of goals and UNIQUENESS of each. This should definitely be in our MASTER PLAN somewhere.

Jean: Let me suggest a possilbe model for operation taken from our past experience. In the past, we've had some problems with various kinds of parent involvement groups who when we ask them to all come together resist doing so because they are apparently afraid that NSVP "types" will try to "gobble them up". As a result, we have now called on all these kinds of groups to form a COALITION OF GROUPS concerned with parent involvement. This protects the identity of each.

John: The background for this effort was that Union Carbide asked NSVP to identify some crucial issues in American Education. We recommended that NSVP pull together major community organizations concerned about "parent involvement" including such organizations as NSVP, Junior League, PTA, National Urban League, NAACP, Title I Parents, Follow-Through Parents, etc. One important agenda was to look at the role of parents advisory councils in American Education.

John: If the kind of "parent coalition" we're talking about here really becomes successful, our NSVP "types", at the LEA level, COULD use a similar model for purposes of pulling together a variety of community groups dedicated to making career ed implementation a successful happening. It would be a COALITION. The model would call for the COALITION, once having accomplished its task of making sure each community group joins forces in their common goals and simultaneously emphasized their unique goals - be dissovled.

Sarah: Do you career ed "types" need MORE volunteers? or what?

Jim: We need NSVP "types" to help get us school volunteers for a number of reasons including:

- helping us sell the concept of career ed to the general community
- helping us deliver career ed in classroom etc.

Henry: In addition, we need NSVP "types" to help us sell LEAs on the concept of using career ed, as a vehicle, for improving academic achievement in Title I, ESEA programs. It would be a big help if NSVP "types" could, through their school volunteer "empires", help us accomplish that.

John: NSVP could, with its advisory groups, help promote career ed as a viable vehicle for use in improving academic achievement - through the involvement of school volunteers.

Sarah: It bothers me to see all the Title I money that now goes to the mandated "PARENT ADVISORY COUNCILS" (PACS). Neither NSVP "types" nor career ed "types" have very much to do with such Councils at the present time. Our MASTER PLAN should suggest that LEA career ed coordinators try to link with NSVP "types" in a joint effort to become more actively involved in working with Title I Parent Advisory Councils.

Jean: AGREE. That SHOULDN'T be hard to do. For example, Operation Fail-Safe requires a minimum of two parent/teacher conferences per year. When such parents come to the schools, we NSVP "types" are successful in getting many of them to sign up and become involved in various kinds of school volunteer activities. IF the teacher conducting these parent/teacher conferences were engaged in a "career ed approach" to teaching, we SHOULD also be able to get more parent volunteers for career education. THAT STRATEGY IS READILY AVAILABLE AND OUR MASTER PLAN SHOULD DEFINITELY CALL FOR USING IT.

Ray: Are the major goals of NSVP few enough in number that they could be published as part of our MASTER PLAN?

John: YES. There are 6 National NSVP goals and, of course, each local NSVP effort has some local goals in addition.

Mildred: The broad mission of SVP is to use school volunteers to increase the quality of education in LEAs in accordance with the educational priorities established by the LEA. IF the LEA says that "career ed" is one of their "prioirties", then SVP EILL work with career ed. If, on the other hand, career ed isn't a "priority" of the LEA, then NSVP "types" in that LEA probably wouldn't be working with career ed "types". It's just that simple.

Sarah: AGREE. Remember, NSVP is a SERVICE TYPE organization that responds to REQUESTS FOR HELP. Career ed "types" have never asked NSVP for any help.

Jim: Maybe, in our MASTER PLAN, we should suggest that each SCEC convene a State conference of all 20 of these community organizations next Fall for purposes of seeing how they do and how they could work together in a COALI_ TION effort for career education.

Sarah: There are many retired executives from business/industry who would LIKE to work in LEA career ed efforts. I've referred some of these persons to our career ed "types" only to see the career ed "types" either:

- refuse to work with them; or
- use them in a most imappropriate manner.

Gail: IT WOULD BE VERY CONSISTENT WITH NSVP ORERATING STRUCTURE AND GOALS to solve that kind of problem by having NSVP "types" convene a "brainstorming session" for retired executive "types" and career ed "types" for purposes of seeing how they could best work together. NSVP already does this kind of thing for other parts of the school system. It wouldn't be "strange" or "unusual" to see that strategy tried here.

Anita: Our MASTER PLAN should suggest that NSVP be asked to:

- identify resource persons for career ed; and
- conduct training sessions for these resource persons and career ed "types" in JOINT sessions where they learn how best to work together.

Ray: I feel that SCECs would be intereseted in general training to use volunteers, but not in how to utilize just retired executives.

Gail: We NSVP "types" want to help people including those who work in career ed - BUT only under circumstances where they feel they WANT our help. If they don't ASK for our help, we have plenty of other things to do.

Henry: "Turfdom" is the problem we're talking about here. Nobody should be opposed to getting groups together who are concerned about the effective use of school volunteers it isn't so important WHO calls them together. Rather, the important thing is that they DO get together!

John: In your MASTER PLAN, you should talk about "LOCAL SCHOOL VOLUNTEER PROGRAMS" not about "NSVP". NSVP is a National organization with a network of resources. For example, in North Carolina, the community ed people are rushing to support the use of school volunteers obviously, it could just as well be career ed "types" who are "rushing" to do so. The NSVP membership is now 1500. About 2/3 of our NSVP members are "PROGRAM MANAGERS" (like those in this miniconference). Of the large, urban school districts, NSVP represents 80-90%. Obvioulsy, NSVP is primarily an urban effort.

Gail: At the local level in Seattle, our efforts have been strengthened by NSVP as a National professional organization SO I do want our MASTER PLAN to recognize NSVP even though it doesn't have to do so exclusively.

Mildred: I agree more with John. It seems to me that our MASTER PLAN will be best if built generically around the term "school volunteers" rather than around the term "NSVP".

Jody: It wouldn't be accurate to contact me as the "NSVP person" in my school district. That is, in my school district, I'm viewed as a Project Director for San Francisco School Volunteers, a local non-profit organization.

IDEA: How to use NSVP in staff development efforts in career ed that will make LEAs more amenable to the use of volunteers in career ed

Jim: My concern is that educators have all sorts of survey inventories to complete and to catelogue. They often become possessive of the listings that result and so refuse to share them with others. The materials on school volunteer programs should, if shared with us, help us develop resources for career ed. We in career ed need help in putting this potential together for the career ed movement. Most of us don't have facilities to duplicate these materials. My basic concern is combining/interfacing of career ed/NSVP training efforts whether or not we happen to be located in the some physical settings. How can we avoid misusing our community resources?

Ray: Possibly NSVP "types" could, at a State career ed conference, put on training sessions on "HOW BEST TO USE VOLUNTEERS IN CAREER ED".

Jean: You have to back up here. The starting point is an LEA "needs assessment" that confirms the need for community volunteers. To recruit volunteers effectively, you must come to them with specific not general requests for help. That is, they don't come simply to "volunteer", but rather to volunteer for SOMETHING THEY THINK IS IMPORTANT AND THAT THEY THINK THEY CAN HELP US DO.

Sarah: Most NSVP professionals have training packages both for:

- volunteer training; and
- training teachers in the wide and proper use of volunteers in the classroom.

Mildred: Our presentations to LEA staffs show them the kinds of things school volunteers can do. We have some strategies designed to help teachers see EXACTLY how volunteers in their classroom can and will help them be more successful.

Jean: AGREE. These kinds of "models" that Sarah and Mildred are talking about are ones we developed through our Mott Foundation grant.

Elizabeth: These "models" vary from a 15 minute presentation to one of 2-3 hours. All were developed and field tested in actual LEA settings. They are practical, not theoretical.

Jim: Am I safe now in going to our NSVP professional in Jackson, Mississippi with an expressed need for her to participate in the inservice ed for staff development in career awareness with teachers in the Jackson school system?

Sarah: Think of it this way: The "experts" in career ed are the career ed specialists in the school districts and selling career ed to teachers is basically their job. School volunteers can be used to help do this job, but not do it FOR career ed.

Elizabeth: Remember, we in school volunteer work don't tell LEAs what their priorities should be. Rather, we help them meet their priorities once the LEA has said what they are to be.

Sarah: Career ed is as new to many teachers as would be going to the moon. NSVP "types" could train volunteers so that those volunteers could help in making teachers aware of the career ed concept and how to infuse it into the teaching/learning process.

Gail: AGREE. NSVP professionals could identify such volunteers and participate, along with the LEA career ed coordinator, to train them BUT, when these "trained volunteers" go into the LEA to actually work with teachers on career ed "awareness/infusion" projects, it is the LEA career ed coordinator NOT the professional school volunteer who would be responsible for supervising them and directing their work.

Gail: Our MASTER PLAN should clearly state that:

- NSVP "types" can find appropriate volunteers
- NSVP "types" can participate, along with LEA career ed "types:, in training such volunteers; and
- NSVP "types" can participate, with LEA career ed types, in training teachers on how best to use volunteers in implementing career ed in classrooms BUT the actual USE of school volunteers in career ed is a responsibility of the LEA career ed coordinator not of the school volunteer professional.

Jean: The appropriate use of the volunteer community especially the business/industry community is crucial to the success of career ed implementation efforts. Our business community in Houston has repeatedly said to me "We are ready to volunteer for the LEA career ed effort whenever the LEA is ready for us". The BIG JOB IS ONE OF GETTING THE LEA PERSONNEL READY FOR USE OF THESE VOLUNTEERS.

Henry: It will be of key importance to get the principal involved in identifying the need for career ed in the LEA.

Mildred: AGREE. Its vital to touch base with every segment of the school district so THEY can say why they need school volunteers and what they need them for. In the end, it is the individual teacher who must decide if he/she wants school volunteers in his/her classroom.

Jean: Some teachers will NEVER be willing to work with a school volunteer.

Henry: If you attach a school volunteer program to, say, the volunteer will, in no way, be strictly limited to "reading".

Gail: IF a SCEC were to call a State meeting of key leaders among the 8 teacher associations who now have their own handbooks published on career ed, the NSVP "types" in the State could come to such a workshop and show each teacher association how to best use school volunteers in implementing career ed in the classroom. The first thing we would want, were we to do this, would be the handbooks each of these 8 teacher associations has prepared. That kind of State Leadership Conference might very well precede a later State Conference on Community Coalitions For Career Ed.

Jody: IF this were to be done, the key persons from each of the 8 teacher associations could and should be used as resource persons in the CONFERENCE ON COMMUNITY COALITIONS FOR CAREER ED.

Jean: DISAGREE WITH GAIL AND JODY. There should be only one State Conference not two. It would be far better to use leaders from each of the 8 teacher associations in planning for and participating in the one big conference on COMMUNITY COALITIONS FOR CAREER ED.

Henry: AGREE with Jean. One State conference would be all we could possibly hope to pull off and we might have trouble even doing that much.

Anita: How will we get school volunteers out to the small, rural LEAs where no professional NSVP "types" exist? This is going to be a key question many SCECs will ask when they look at this MASTER PLAN.

Jim: AGREE. Will you, Gail, be willing to go, say, 75 miles out from Seattle to work with the SCEC in getting school volunteers for a small, rural LEA in the State of Washington?

Gail: I'd be willing to do th BUT it would be far better if a number of LEA persons from rural communities were to gather, on a regional basis, around the State for workshops that the SCEC and I would jointly conduct. That's the way I think our MASTER PLAN should put this suggestion.

Gail: The key thing is that the LEA MUST want my help. If the LEA really doesn't want my help, I won't go.

Elizabeth: Most NSVP "types" are in urban areas BUT some are also involved and able to provide some assistance to LEAs in other, smaller areas interested in the use of school volunteers.

Elizabeth: Another idea for our MASTER PLAN would be to suggest a STATE CONFERENCE ON SCHOOL VOLUNTEERS. or, if you want to be more specific, a STATE CONFERENCE ON SCHOOL VOLUNTEERS AND CAREER ED. The last big set of State conferences we in NSVP have been involved in were STATE CONFERENCES ON THE USE OF SCHOOL VOLUNTEERS IN WORKING WITH HANDICAPPED PERSONS so the idea of a State conference devoted to a particular part of education isn't foreign to ways in which NSVP has operated in the past. The important thing is that money be available to pay for such a State conference. BEH gave NSVP a grant to conduct theirs. We learned that it is important to have most of the actual planning done by local people rather than NSVP.

Gail: Another suggestion to include in our MASTER PLAN is to have LEA persons from rural areas come to the urban settings where formal school volunteer programs now operate and observe the use of school volunteers in action.

Jean: Still anouther suggestion for our MASTER PLAN is that SCECs attend our NSVP National Conference. It's here where all kinds of demonstrations on the wise use of school volunteers are found those demonstrations include small, rural areas as will as large urban areas.

Elizabeth: AGREE. That's where the "school volunteer expertise" all comes together for "share and borrow" sessions. The talent is all in one place at htis time.

Sarah: I'd like to see our MASTER PLAN strongly emphasize the need for a STATE CONFERENCE ON COMMUNITY COLLABORATION IN CAREER ED with NSVP professionals taking responsiblity for helping to form this coalition of community groups. There are several professional NSVP "types" in almost every State who should be involved in this.

Jim: I'd like to propose that our MASTER PLAN include a suggestion that, at the teacher training level, SCECs should jointly with NSVP professionals put on training sessions to show prospective teachers about how to use school volunteers in implementing career ed in classrooms. This would be MOST appropriate in States such as Mississippi where training in career ed will beginning in 1981 be required of all prospective elementary/secondary teachers.

Jean: AGREE. This would be right in line with our goals.

IDEA: How to use school volunteers to increase PR for school systems

Sarah: School volunteering is one of the best PR programs for any school. Of course, if the LEA messes up and misuses school volunteers, it can be BAD PR. The potential is there for good OR bad.

Gail: Teachers need to be made aware of the many ways in which school volunteers can be of help to them.

Jean: There's ample testimonial evidence available to demonstrate that scholl volunteers can increase pulic support for Education. We don't have statistical proof, but we know that this can and does happen. For example, in 1976, our first bond issue put forth in 10 years passed and our Superintendent gave lots of the credit to our school volunteers.

Gail: Recently, I've done 91 community presentations to groups such as Rotary, Kiwanis, etc. on use of school volunteers. In meetings such as those, I find it best if I take a successful school volunteer with me as a co-presenter.

Elizabeth: When a professional school volunteer person goes, for example, to the local Rotary Club to talk about school volunteers, he/she become a general PR person for the whole school district. An estimate of $4-6 per hour is the amount we assign to the contribution to the LEA made by each school volunteer. We can use that figure in demonstrating to community groups the tremendous contributions school volunteers make toward paying the costs of Education.

Gail: AGREE. Contrast that figure with the $10-$12 per hour that independent tutors are now charging.

Sarah: I get about 90,000 hours per week of volunteer time. Our volunteer "building coordinators" (usually a teacher, a principal, or some other person) supplies us with monthly reports that allow us to compile these figures.

Anita: SCECs need some "system" such as this to count the "in-kind" contributions to career ed called for by 95-207.

What is the "BUILDING COORDINATOR" concept in school volunteer programs?

Sarah: Well organized directors of school volunteer programs in LEAs have, in each school building, one person who serves as their "building coordinator". In Title I schools, its the Title I Coordinator. In schools with an "Improvement of Instruction" program, its that person. In other schools, it might be a teacher, an assistant principal, or some other regular LEA employee whose full-time duties are in another area. Our MASTER PLAN should suggest that the "building level career ed coordinator" should link with the "building level school volunteer coordinator".

Sarah: Recognition of the volunteer is one of the very best PR devices. Each year, we invite all our volynteers to attend a "RECOGNITION EVENT" paid for by our school district.

IDEA: Where Does Career Ed Fit In The Total Set of NSVP Priorities?

Jody: Almost every NSVP effort has some kind of "speakers' program". This is one natural way in which career ed takes place.

Jean: The "ADOPT-A-SCHOOL" effort of NSVP is another natural way of bringing a career ed emphasis to NSVP activities.

Gail: AGREE. The first thing we find business/industry "types" are interested in is career ed. If they can participate in career ed, then many become interested in helping youth in the regular instructional program. The long run goal of NSVP "types" is to get the school volunteer involved in INSTRUCTIONAL PROGRAMS.

Sarah: We do try to match the volunteer's interests with the LEA's needs. If a given school volunteer wants to become involved in career ed but not in our instructional effort that's considered OK.

Gail: 25% of the "instructional effort" is pure instruction and 75% is a combination of contributions such as self awareness, motivation, etc. As Director of School Volunteer Program, my current priority focus are:

- tutoring
- career ed
- special ed
- English as a Second Language; and
- recruiting retired persons for our volunteer programs.

My reasons for making career ed one of my priorites now stem from a variety of reasons including:

- our community - parents and business/industry persons want career ed
- our LEA has said that they want a career ed plan that they can hand to business/industry; and
- NSVP, as a professional association, has become involved in career ed.

Jean: Our State has mandated an emphasis on "economics ed", K-12. Isn't that a significant part of career ed? and so a reason for NSVP "types" to become involved in career ed?

Jean: Sometimes our NSVP efforts are dependent on where we get financial support. For example, this year we have funds to employ a fulltime person working exclusively on the use of school volunteers for special education. In addition, when we had funds from the Clark Foundation, we concentrated on making better use of retired persons as school volunteers. IF I had a person on my staff funded specifically to emphasize the use of school volunteers in career ed, we would be doing much more in the career ed area.

Jean: How can we get LEA career ed coordinator "types" to work more closely with NSVP "types" where both exist in the same LEA?

Jim: Of our funded career ed projects this year, only one employed a "career ed specialist". Most of our career ed funds are used for inservice ed - NOT for employing "career ed specialists".

Mildred: One level of career ed is aimed at increasing basic academic skills. Where our school volunteers recognize that career ed can be a VEHICLE for use in increasing basic skills, they have many ways to become linked with career ed. I see now a need to do more in this area with my school volunteers.

Gail: To get LEA "career ed coordinators" appears to be a problem. IF the 20 community groups with whom these miniconferences deal were to actually form a "coalition" at the LEA level, each could contribute a lettle bit of money that could be used in an effort to encourage private industry to pay the salary of a local "career ed coordinator".

Miniconference #161

NATIONAL ALLIANCE OF BUSINESS AND CAREER EDUCATION

May 20-21, 1980

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Initial Ideas Raised by Participants

1. How to make career ed at the senior high level operate comprehensively and use voc ed funds as part of the total funding

2. How can NAB work with educators in developing work experience sites for career ed?

3. How to convince educators to buy into the NAB approach to readying youth for work

4. How to get educators to put more emphasis on basic academic skills as preparation for work

5. How to get school systems to refer kids to NAB

6. How to get educators over their insecurity with reference to NAB

7. How to help educators learn more about NAB goals and objectives and vice versa

8. How to encourage work experience for youth when, because of declining enrollments, some teachers are being "RIFed"

9. What effect will NAB involvement with PICs have on local NAB structure?

10. How can small business become more involved in NAB activities?

11. How can NAB CGIs be most effectively used for career ed inservice?

12. How can the NAB VEP program, using CETA funds, be most effectively linked with career ed?

13. How to use NAB as a vehicle for increasing small business/school interaction at the building level

14. How to use NAB National as a resource for linking schools with business in communities where NAB Metros don't exist

15. How to use NAB as a resource for implementing the ADOPT-A-SCHOOL concept

16. How can NAB help us get a Statewide collaborative effort of community organizations in career education?

17. How can NAB be helpful in getting more school system support for career ed?

18. How can we help educators see NAB interests as more than self serving?

"Snapshot" Pictures of Participants

Omar Norton - Maine

- Serves as Associate Commissioner, Bureau of Instruction in his SEA
- Career ed in Maine started as a part of voc ed - moved to the Curriculum Division - but without the voc ed money that formerly was spent on career ed
- Maine has no State legislated funds for career ed - have had 2 bills introduced in the State legislature, but neither has passed
- Maine now has a COMMUNITY BASED LEARNING model for career education at Maranacook Community School in Readfield, Maine that relates field-based experiences to the pupil's curriculum

Sandra Johnson - Chicago

- Chicago has developed an organization analogous to NAB called Chicago Alliance of Business Employment & Training (CABET), except that CABET is a not-for-private organization which directly accepts and operates federal funds
- There's been a constant fight between schools and business in Chicago - CABET conducted research to identify the problems and seek ideas for solutions to them
- In 1976, we secured Federal funding to provide youth with work experience directly related to their school subjects using Title IV of CETA. Didn't work well at first because the youth weren't prepared for it - initially has a 90% dropout rate
- In 1978, we changed to emphasize PRE-EMPLOYMENT WORK EXPERIENCE - emphasizing the importance of the work ethic
- Chicago ran the first VEP program with CETA funding
- Now have 3 new Summer linkage programs:
  - Drafting - for highly technically motivated kids
  - Survival skills training for kids without high academic achievements; and
  - Potential Managers Program for youth who are prospective managers (a vocational inquiry program)

Greg Buontempo - New Jersey

- Supervises 15 County Career Ed Coordinators & 4 SEA career ed personnel
- In New Jersey, we avoid channeling voc ed money into career ed
- 41 LEAs funded with 95-207 funds - many more operating with local funds who get indirect 95-207 benefits
- Now have a State Board of Ed requirement that all youth receive 1/2 unit of "career exploration"

Walt Faulkner - Vermont

- We've had a meeting of 15 CBOs in our State - very profitable
- NAB has been directly helpful - have had 3 NAB CGIs last year, will

have 10 more CGIs this year

James Kotmair - Baltimore

- NAB National now has its first fulltime President - Bill Kolberg
- The PSIP Program (Title VII of CETA) is designed to get industry more involved in handling the CETA dollars
- NAB, as a local name, may be disappearing and may be restructured in a number of ways. The common goal which will remain is to restructure business resources in major metropolitan areas.
- Baltimore has multiple organizations of business/labor/industry including:
    - Greater Baltimore Committee (Metropolitan Youth Organization/Chamber) which runs Adopt-A-School
    - Voluntary Council on Equal Opportunity
    - NAB (started in 1968)
    - Ramsey Conference
    - We now have 21 Adopt-A-School "pairings" programs in Baltimore; and
    - Our local PICs haven't yet been much involved with the school system

Charlie Brovelli - Massachusetts

- Career ed, in Mass., still comes under the Division of Occupation Ed.
- We have used voc ed funds to establish CAREER RESOURCE CENTERS
- Have used 95-207 funds to:
    - run 6 Regional workshops to bring educators and business/industry persons together
    - fund a number of LEA career ed demonstrations; and
    - conduct teacher inservice

IDEA: How to convince educators to buy into the NAB approach to readying youth for working

Sandy: Within the City, there are all kinds of work experience programs in the schools. CABET & NAB in Chicago, work with about 1,000 of the 150,000 kids in the Chicago school system. The kids we get don't know how to meet the expectations of the business world. We're not getting the "worst" kids - i.e., what we find is probably a pretty fair sample of the school system population in general. We have 3 options to look at in NAB:

- a business intermediary who can work with both schools and the business community
- develop a plan and take it to the school board in hopes it will be adopted; or
- use the ADOPT-A-SCHOOL program including helping to get career implications of subject matter into the curriculum and providing part time jobs for youth

Jim: Its my perception that, in response to trying to meet needs of out-of-school, out-of-work, out-of-motivation youth, we are, in effect "rewarding" kids who have failed. Programs such as those get a lot of Federal money, a lot of press (not all good press), and a lot of attention from business persons. Business persons resist getting involved with these "PROGRAMS TO REWARD KIDS WHO HAVE FAILED". Nobody's done very much for the kids who are "hanging in there" until high school graduation. Thus, this year we established PROJECT EXCELLENCE - to identify and refer economically disadvantaged highly motivated youth to employers for parttime jobs. We found 15 employers who were willing to take these youth. By working with the school system, we identified about 90 high school youth for this program. All 90 - initially identified by the school system - were accepted by NAB after screening interviews conducted by NAB. We are now finding employers much more enthusiastic in terms of their willingness to provide parttime jobs to the kids in PROJECT EXCELLENCE. This program rewards youth who have ACHIEVED in their high schools.

Walt: How do you identify kids for PROJECT EXCELLENCE?

Jim: I, as the NAB Director, sat down with the head of Guidance in the school system to establish initial criteria for selection. The schools then did the initial screening and NAB did final screening.

Sandy: My problem with this is that too many youth don't have ANY specific career goals BUT employers want them to say they are interested in the jobs the employers have for them - so, essentially, this may lead to teaching kids to lie in their job interviews. NAB has the linkages with business and could emphasize to employers that the primary goal of the work experience, in NAB youth programs, should be to allow the youth to engage in career exploration - but we haven't done this to date.

Jim: AGREE that the goal of career exploration is a proper one. In Phase II of PROJECT EXCELLENCE, we will be trying to use our current employers to convince still more employers to participate with us. This year, the program is limited to youth in Grades 10-12 - we're hoping to expand it to include younger kids. It would NOT be difficult to talk employers into moving kids around from job to job so that true career exploration can occur.

Sandy: How active are business/industry in supporting career ed efforts in school systems?

Greg: We have a great deal of business/industry involvement in career ed. The basic problem we're facing is that lots of businesses are now being inundated with a number of new youth "work/education programs" - YEDPA, PICS, etc. Employers tell us they're not concerned about having schools supply youth with specific job skills - rather, they worry more about whether or not we're instilling the work ethic in youth. Private industry is interested in productivity - and, when kids they hire aren't productive, they don't keep them.

Jim: We're now trying to get some small businesses to hire some of our YIEP "grads" - youth too old to stay in YIEP any longer. These kids cannot be "guaranteed" to come with "good work habits" - so many small businesses are reluctant to hire them.

Omar: The roots of the problem go back to the early grades. That's where the negative work attitudes start. It has to be attacked at this level. In our society, we're rewarding too many youth and adults for "doing nothing". That's what has to be changed.

Walt: Sandy's question dealt with employer involvement in career ed. Unfortunately, many small businessmen feel that, if they have contributed $10 to the school yearbook, they've done all they should to work with the schools this year.

Sandy: All business people know is the economics of business - what can they get out of working with us? The NAB PSIP can help them see "what's in it for them".

Omar: DISAGREE. We've found many employers willing to work with us in career ed simply because they recognize that kids need help. They ask nothing for themselves in return. In one rural community, we've now identified 857 work sites - with only 400 kids in that community! (Note: We're using all 857 work sites so as to maximize career exploration opportunities for youth)

Greg: The problem of counting on employer "altruism" becomes much greater when you move from the rural to urban areas.

Jim": The PRIVATE SECTOR INITIATIVE PROGRAM (PSIP) if Title VII of CETA. PICs are the vehicle that make the PSIP work. All CETA Prime Sponsors were told that they must establish a PIC in order to be eligible for CETA funds. Of the 460+ CETA Prime Sponsors, almost all have now established PICS - 360 of these PICS are essentially controlled by local politics. As a result, they did - as the law required - get private business involved BUT in more of an advisory than a joint participation capacity. Too few business are yet directly involved in how CETA funds are being spent.

Sandy: If the PSIP worked the way it should, the private sector would look at what CETA and the schools are doing - and then suggest how to develop new efforts that will be more effective (-such as supporting "career development jobs" for youth, career exploration, etc.) - anything the community sees as an effective private sector initiative.

Charlie: That general idea makes good sense as something to include in our MASTER PLAN.

Jim: When we see a National problem, we typically don't try to solve it by looking at programs currently in place. Instead, we tend to immediately create brand new programs. Through Title VII of CETA, there's an opportunity to better link CETA dollars with school problems of helping kids in career development. This is a critical area for NAB Nationally - i.e., to sieze the PIC concept and so give private enterprise a bigger voice. The big challenge is to get the PICS oriented around the interest of private businesses. The original NAB concept was that NAB was to be run by private enterprise - the REAL question now is, CAN THIS PRINCIPLE BE PRESERVED UNDER THE "PICS"?

Sandy: AGREE. It behooves a Prime Sponsor to allow NAB to provide technical assistance in the private sector through PICs.

Omar: Why can't the PICs be composed in a collaborative way so that educators can be represented?

Sandy: Fifty-one percent of PIC Council members must come from the private sector BUT educators must, by law, also be represented. PICs are collaboration-oriented in their makeup.

Jim: DISAGREE. It really doesn't work well when educators are represented only in token ways on PIC Councils. When you get down to the sub-committee operation structure (where most actual decisions are made) you often find educators not represented at all.

IDEA: How to help educators learn more about NAB goals and objectives and vice versa

Greg: If we went around this room now and asked each State Career Ed Coordinator here "what is NAB?", we would have real trouble answering that question. We, as SCECs, need to know what the mind set of NAB is. To communicate, we need to understand NAB's goals and objectives. The career ed initiatives, among LEAs, differ considerably depending on the nature of the school district. Each rural, suburban and urban needs to know what NAB stands for. About the only thing we seem to know for sure right now is that NAB's primary goal is to help disadvantaged persons; both those who are educationally disadvantaged and those who are economically disadvantaged. We need more such understandings regarding NAB.

QUESTION: What are the major goals and objectives NAB has for youth?

Sandy: "Youth" is only one of our 5 major NAB objectives. NAB is established to serve:

- disadvantaged people
- veterans
- youth
- handicapped persons; and
- ex-offenders

NAB is designed as a catalyst to link educators, labor, industry and community groups together in ways that will better serve each of these 5 target populations. In order to say what NAB can do for career ed, we need to know what career ed's needs are.

Jim: I see the 5 NAB "categories" in a slightly different way. We in NAB are really viewing all 5 of these categories as filled with "disadvantaged persons". We feel we can serve as a change agent for socially/economically disadvantaged persons. I see NAB as a "CHANGE AGENT" - i.e., as more than a "LINK". Ideally, NAB should be seen as an ACTION organization that moves various community organizations toward action efforts. NAB should serve as a CATALYST to encourage various community groups to help the disadvantaged - i.e., not as a "program delivery system" all by itself.

Sandy: DISAGREE. We, in Chicago, do have a NAB "program arm". We're more than simply "linkage/change agent/catalysts".

Jim: Business persons like to become involved meaningfully in specific things that lead to action.

Charlie: I'd like to see NAB as an active advocate for career ed as a community collaborative effort. We have established some community linkages now. We need to see NAB become advocates to impact on our State legislature - i.e., to go beyond being a local community effort.

Jim: "Establishing linkages" is no big deal. It's what you DO with the linkages once you have them that counts. NAB, by virtue of its charter from the Federal Government, can't "lobby" for legislation. They can, of course, "testify".

Sandy: All major corporations have lobbyists. By working with them, we are able to get things done.

Omar: People have, over the years, underestimated the power of local school boards. Members of these boards need to be "sold" on the value of NAB linkages with the schools. As the policymakers for our schools, nothing will happen unless the school boards are supportive.

Walt: Doesn't NAB's objective on the "disadvantaged" tend to turn off educators? Most Superintendents want to do something for ALL of the children of ALL of the people. If you say you're interested in only the disadvantaged, some might say they don't have time to work with you very much.

Jim: In the NAB National reorganization, one of the proposed goals is to encourage education/training of ALL unemployed - CETA eligibles and others. A number of NABs have gotten away from an exclusive emphasis on the economically disadvantaged - and toward finding Summer jobs for ANY youth looking for work. We don't know what's going to be finally accepted as goals by the National NAB Board of Directors but - in addition to CETA - they will probably extend their services to other groups of people who are seeking work.

Jim: One definite, major goal of NAB is to find jobs for persons in the private sector - i.e., unsubsidized employment.

Walt: Each NAB Metro is independent in many ways. SCECs should work with each in unique ways.

Sandy: AGREE. NAB has multiple approaches being used to help people get jobs.

Jim: Another original goal of NAB was to encourage youth to stay in school through:

- giving them some work experience
- showing them relationships between what they're studying in school and the work they are doing

Sandy: AGREE. The NAB "Youth Motivation Task Force", the "CGIs", etc. - are all school oriented.

Jim: The in-school portion of NAB has been watered down in recent years. The CETA dollars have made for a different set of priorities.

Charlie: I don't know how many NABs exist in Massachusetts. That's where I must start.

Sandy: As one NAB, I tend to work with the Chicago schools only. I don't cover the entire State.

Jim: AGREE. I work primarily with Baltimore City but I do spread out some.

Jim: SCECs can easily get a list of NAB Metros from NAB National in Washington, D.C. - but things are changing so fast in NAB National now that we don't really know what will exist next year. The plan now is to send out RFPs to 125 PIC Councils with about 60 planned to be funded for efforts to pull the private sector - including existing NAB Metros - together. There are now 110 NAB Metros - if we go down to 60, it will be quite a feat.

Sandy: If SCECs don't even know that "NAB" exists, that tells you something about the need for a more dynamic approach to NAB.

Jim: Let's look at the SCEC from the standpoint of a local NAB Metro Director. That NAB Director has multiple programs that he/she is called upon to meet. If the SCEC doesn't even know that a NAB Metro is around, it may simply be due to the fact that the NAB Metro Director is spending so much time with CETA, he just can't find the time required to meet with career ed "types" in the area.

Omar: I can see where NAB can be very important in linking LEA career ed efforts to:

- an emphasis on the disadvantaged
- helping LEAs link better with CETA Prime Sponsors

Those 2 reasons for working together should be emphasized in our MASTER PLAN.

Walt: Our MASTER PLAN should also emphasize the NAB Career Guidance Institutes (CGIs). I see the NAB CGIs as a very useful vehicle for career ed inservice in Vermont.

Omar: I wouldn't want to count on NAB to do career ed inservice as a total package. Instead, I would want LEAs to know about the NAB CGIs as one possible option for career ed inservice available for choice. CGIs need to be a part of a planned State professional development program in career ed.

IDEA: How to get educators over their insecurity with respect to NAB

Sandy: Its primarily a matter of lack of knowledge - that's what leads to this insecurity. If we could disseminate correct information regarding what NAB does in communities, it would be better.

Omar: DISAGREE. Just because I might choose to work with NAB doesn't necessarily mean that I'm "insecure". It could be that I didn't agree with a part or all of a program.

Charlie: In some urban schools, we have some teachers with 15 years experience who are now losing their jobs. They're going to resist any "outside" resource coming into the LEA to "help" - i.e., its vital to them that they be perceived as "needed".

Greg: It's more a question that, if the kid is out in a work experience program, a seat isn't filled in the classroom - and, if too many seats go unfilled, the teacher risks being "RIFed". If, on the other hand, we "infuse" career ed concepts into the curriculum, teachers aren't threatened - it's taking kids out of class for work experience that is threatening too many teachers today.

Jim: The work experience portion of the NAB youth program encompasses:

- summer jobs
- after school jobs; and
- in-school work experience

That is, there are other NAB approaches in addition to taking kids out of the classroom for work experience.

Sandy: Our youth program calls for the kid to leave the school no later than 1:00 p.m. - and to obtain work experience in at least two different jobs during the school year.

Walt: Is one of the "insecurities" we're talking about here a feeling of teachers that NAB is too closely related to CETA - and that CETA is a "dirty 4-letter word"?

Jim: "Teachers will resent outsiders coming in because they want to correct incorrect or ineffective techniques and/or procedures".

Walt: Every community organization in this series of miniconferences has said that they have problems getting into schools. That leads me to believe there must be something to this "insecurity" problem.

Sandy: The NAB Youth Motivation Task Force doesn't, typically, take kids out of school much. Rather, it primarily involves bringing people from the business/industry community into the classroom.

Walt: I'm not getting strong "vibes" from SCECs across the country saying they're anxious to work with NAB. Part of the problem is simply being able to get a better handle on what NAB is now doing - and what new plans they are now making.

Jim: If educators want to make PICs a powerful - and positive - force for career ed, they should work with business/industry to make this happen. A good business/industry/education partnership could go a long way towards carrying out the original intent of the PIC concept.

Jim: One of NAB's goals for the PICS is "TO DEVELOP A SERIES OF INITIATIVES AND PROGRAM TO RELATE WITH SCHOOLS IN BUILDING CAREER AWARENESS AND CAREER PREPARATION" - that, by itself, should be a very good reason why LEA career ed efforts should try to work positively with NAB sponsored PIC Councils.

Sandy: The NAB Metros who are really active in working with LEAs are few and far between. The fault is both with LEAs and with NAB. Part of the problem is the temporary nature of NAB professionals - i.e., they come in for one year and are then replaced by some other volunteer the following year.

Jim: Since CETA came along, the NAB Metros have been urged to work with Prime Sponsors - this has "turned off" previously good NAB relationships with State Employment Services.

IDEA: How to use NAB as a vehicle for increasing small business/school interaction at the building level

Jim: When you get small business involved, it's "dynamite" - how to get them involved is the problem. Getting small business involved in career ed ought to be a responsibility of the building Principal. Small business is much less prone to political pressure than is large business.

Walt: NAB can talk the language of business. Our NAB people can really help us recruit small business for our LEA career ed efforts. This suggestion should be in our MASTER PLAN.

Jim: Big city NAB Metros tend to be committed to big companies.

Sandy: We, in our NAB Metro, do lots of "service things" for small businesses - such as seminars giving them technical assisatnce (on the kinds of things big corporations do for their own employees). As a result, we do have many positive contacts with small businesses in Chicago. We could talk to small business about career ed/LEA programs during some of these seminars - and you might want to put that idea in the MASTER PLAN. We used to work more with large businesses but small businesses perform more services for us - and they're more supportive of us.

Greg: In New Jersey career ed efforts, we're still using large businesses more than small business. Small businesses can't, for example, offer to send employees out during the day to serve on our career ed advisory committees.

Charlie: Small business, in Massachusetts, is most involved in the Southern portion of the State - where most of our small business is located.

IDEA: How do the NAB Career Guidance Institutes (CGIs) fit into Career Education

Jim: Funds for CGIs are very limited this year.

Sandy: The whole idea behind the CGIs is that they are "starter demonstrations" - and that somebody else will take over the idea in the future. We usually do 2 CGIs per year but, this year, we will be doing only one.

Walt: I was given information that only 52 CGIs have been held - TOTAL - since NAB has started. That isn't very many for the Nation.

Jim: We funded 2 in Baltimore City. After that, the LEA expressed no interest in seeking continuing CGI funding through CETA - the avenue we expected they would use. We wanted them to build this into a continuing thing under the YETP portion of YEDPA - BUT they didn't do it.

Sandy: CGIs could be done under PSIP but none have been done under PSIP to date - so far as I know.

Walt: Many SCECs don't even know what a CGI is.

Sandy: If the need were there and there were a lot of pressures from LEAs to hold CGIs, it wouldn't be a big problem for NAB to reallocate funds to do more CGIs. If our MASTER PLAN requested more CGIs, it might help. It's more a question of time than a question of cost - when you consider the "expense" of doing a CGI.

Walt: The CGIs we will do this Summer are, by and large, preceded by a CGLI (Career Guidance Leadership Institute) - this is one day devoted to helping plan the CGI itself. We're doing ours with a mixture of service clubs, business/industry reps, and educators - about 1/3 of each. The ones we're doing this Summer will be, in part, for elementary teachers and in part for staffs from particular LEAs. The CGLI gives the participants 2 things:

- an agenda for the CGI
- a Planning Committee

They wind up with a 1 week workshop - with 50% of the time spent in business/industry settings and 50% in the classroom. It's a locally designed program with a cost of $130 per participant - this money being used to pay the tuition fees that give participants graduate credit - plus the money required to pay the CGI "trainer".

Sandy: Some CGIs, after the 1 week, allow people to spend the rest of the Summer working for employers. This is very good experience for lots of educators who have never worked outside the field of formal Education.

Greg: Why lock LEAs in the "canned" approach of the CGI? We run a number of things under this general concept - why call them "CGIs"?

Sandy: The reason for calling it a "CGI" is that this is something NAB will pay for.

Jim: If you go to CETA and talk about career ed inservice needs, they wouldn't necessarily limit their funds to CGIs.

Greg: Will CETA be more receptive if we call what we propose to them a "CGI"?

Walt: They are in Vermont.

Jim: Not necessarily.

Walt: Ten percent of our CGI participants have to be CETA outreach people - primarily CETA counselors. This is one way in which we get CETA interested in funding the CGI. Both NAB and CETA provide some of the funding. Money from NAB itself isn't big but the name of NAB is helpful in getting CETA to also provide some money.

Greg: In New Jersey, NAB seems to be into Energy Education - not into career education.

Walt: Our hope is that the sponsoring organization will take over helping us fund them next year - for example, IBM will fund one CGI, our State Chamber of Commerce will fund another; and 2 colleges will each fund one for us next year.

Charlie: Is the Vermont SEA a co-sponsor in Vermont?

Walt: No. The NAB personnel do most of it.

Walt: One of the things that helped us is that we made contact with the NAB office. The guy there - on loan from IBM - was looking for things to do.

That helped us. We're looking now to set up a career development program for 1st time ex-offenders. If we can get those kids jobs, maybe we can help the NAB mission some - and so get them more on our side.

Greg: If we suggest CGIs in our MASTER PLAN, it will have to be spelled out very early. There's nothing wrong with putting this concept into our MASTER PLAN.

Omar: AGREE. It should talk about NAB/LEA relationships when in our MASTER PLAN.

Jim: The CGI is more correctly seen as a "concept" than as a "cut-and-dried" program.

Jim: CGIs are a current descending priority for NAB. The NAB philosophy is to lead the way through demonstrating things which they hope other elements of society will eventually pick up. They have, through NAB, demonstrated the concept of the CGI.

Jim: A direct approach to NAB, on the part of career ed, at this CRUCIAL time - i.e., when NAB is reformulating its priorities - could be very helpful. Funds for career ed CAN be found within NAB. At the highest level, NAB meets with other leading business/industry groups such as:

- the Business Roundtable
- the Chamber of Commerce of the USA
- the National Association of Manufacturers

If you could get the career ed "message" to these groups, they would buy it.

Walt: These kinds of contacts could perhaps be made through a Committee of State Career Ed Coordinators.

Sandy: The vehicle for getting to NAB is the Youth Roundtable - a collection of major organizations concerned about youth. To have SCECs represented on the YOUTH ROUNDTABLE would be an effective way to get some action. The YOUTH ROUNDTABLE is composed of such youth organizations as:

- OIC
- SER
- 70001
- Jobs for Youth, etc.

It's physically called together by NAB. They've had 2 meetings to date - coordinated by Beverly Staunton of NAB.

Jim: AGREE. That ought to be the first move BEFORE NAB National has set all of their priorities. The overall reorganization of NAB will be taken to the NAB National Board on June 2. That doesn't mean that all of the specific National NAB policies will be defined by then - BUT some contact should be made by career ed "types" with NAB prior to June 2, 1980.

Sandy: Prior to August, 1980, someone from career ed should get to the NAB National leadership. They come up for funding - under Title IV of CETA - in October, 1980.

IDEA: How do NAB VEP (Vocational Exploration Programs) relate to career education?

Sandy: The VEP program is an opportunity for kids to sample occupations in the private sector. It's a very creative way for NAB to bring schools and the private sector together. All the current legislation calls for linkages among Education/CBOs/Private Sector. If NAB were to work out the job slots in the private sector, it would help greatly in LEA career exploration efforts.

We concentrate, in VEP, on non-traditional jobs - i.e., not on the "McDonald Hamburger" type of job - and at "career exploration" - NOT on employer productivity. BUT what we do in VEP is a whole lot more than simply "shadowing" of "observing" - i.e., there is some practical, productive work experience in every VEP program. Kids don't really learn about work only by looking at it - they have to do SOME.

We must be able to provide kids with job-readiness skills. We do this in a 1 week training program which, at the end of just 1 week, leads to a job interview where the kid has a chance to get a parttime job after school during the school year - and a fulltime job in the Summer. By showing them job possibilities at the end of only 1 week, we meet their INSTANT GRATIFICATION NEEDS.

After the kid has been in the VEP program for 1-2 years, they often report themselves to be more certain about their career decisions - and - through their jobs - on their way to implementing such decisions.

All of our VEP kids are minority youth. It's the first time many of these youth have had a job - other than a "McDonalds Hamburger" type job. In the VEP program, kids receive the mimimum wage. If a kid comes to his/her job 5 minutes late, they're fired - so we really do emphasize and build good work habits.

Walt: Why do employers buy into the VEP program?

Sandy: They didn't initially. They had biases against these kids. We told them it's no cost to you - just take 1 kid and try it. We let the employers select the kids who would work at each of their plants.

Sandy: We lose 50% of the kids during the one week pre-employment skill sessions - i.e., we are "creaming" in a sense.

Greg: Don't the employers get tax credits for the VEP program?

Sandy: No. We pay the kids' salaries under the YETP portion of YEDPA.

Greg: We've been hearing from CETA people that they can't devote more than 22% to in-school youth - it seems strange that this money - which is obviously not part of the 22% "setaside" of the LEA/Prime Sponsor Agreement, is, in fact, going to in-school youth.

Sandy: Does it matter to the LEA whether their YETP funds come through the "22% LEA/PS Agreement"? Why not take advantage of YETP funds that come to CBOs such as NAB?

Sandy: If we do this completely, we have special programs for kids in regular voc ed classes as well as other programs for kids in "general ed" and/or in "college preparatory" programs.

Greg: If NAB says to me "please take this kid into your drafting class" - BUT he's an out-of-school kid and NAB proposes to PAY HIM MONEY for attending this class, it will almost inevitably lead to some of the in-school kids to feel they should drop out of high school so that they can come back in under this NAB program and be paid to attend high school.

Sandy: NO. The kids we're talking about are "in-school" youth - it's just that they don't necessarily have to come from the school where our NAB training is to take place. We're trying not to duplicate what the LEAs can do - even though, of course, we COULD do this whole thing as an alternative school.

QUESTION: Is the VEP program in Chicago one that requires "vocational skill training" in the LEA - or in some other kind of institution?

Sandy: Yes.

QUESTION: How does VEP accommodate the completely "career undecided" kid?

Sandy: We have 3 kinds of VEP kids:

- COMPLETELY CAREER UNDECIDED - these kids go on a parttime job after the pre-employment week without altering, in any way, their current school program.
- LOW ABILITY MOTIVATED KIDS - kids deficient in basic skills - these kids get an added "consumer education" (survival skills) emphasis over and beyond their regular school program - and the parttime job NAB provides.
- POTENTIAL MANAGER KIDS - these are college bound, high ability youth - after 1 week of shadowing a manager, they come together to see what they have learned. After that, these kids go through the regular VEP part-time job sequence.

Jim: How large could VEP become - from a practical standpoint?

Sandy: It MIGHT go as high as 700 students - out of 150,000 in Chicago schools.

Jim: THAT IS THE PROBLEM. The long term goal is to extend this strategy, through other means in the community, so as to reach a much larger proportion of the youth population. The problem we face is that LEAs tend to latch onto "pilot" programs - only for so long as external funding is present BUT they don't make any long range plans to sustain such efforts once the Federal demonstration money is gone.

Sandy: Our Board of Education has seen that VEP makes sense. They know they need kids placed in the private sector and are now using their LEA YEPT money to help continue this. Chicago gets $160 million CETA dollars per year so the money is there to do this.

Walt: What is the per pupil cost of VEP?

Sandy: $2,300 per pupil not counting wages paid to participants.

Jim: The 70001 organization operates under a philosophy that counts on youth wages being paid by the employer based on PRODUCTIVITY of the youth i.e., CAREER EXPLORATION is not the criterion they use.

Jim: It seems to me that too many career ed efforts are limiting themselves to jr/sr high youth. Why isn't career ed being done in the elementary schools? Our MASTER PLAN ought to pay up the elementary school portion of career ed. We have talked some Baltimore companies into going as low as 5th-6th grade, but its tough to interest them below that level.

Walt: Are all NAB VEP programs the same?

Jim: NO. There's a general pattern but they can take many forms. We were running ours through HRDI and CETA was running a completely differnet kind of VEP. NAB is doing VEP now in 16 cities as a joint program with HRDI (Human Resources Development Institute of AFL-CIO).

Walt: It seems as though the only role of a SCEC in NAB is to alert LEAs about VEP.

Jim: There are only a few States where there is a Statewide NAB Metro. Most NAB Metros are in urban areas.

IDEA: How does the "TARGETED JOBS TAX CREDIT" program fit into career ed?

Jim: This program is DIRECTLY tied to cooperative education. As such, it's caused a lot of confusion in IRS Guidelines. They related it to "voc ed" initially BUT have now decided to define it more broadly.

In the first 9 months, (in Md.), 2,500 coop ed students, ages 16-18, were employed under this program. This effort is NOT limited to "economically disadvantaged" youth; rather, it's open to all youth who are enrolled in cooperative education. We've been trying to link this tax credit to a year round operation where the employer could get the tax credit during the Summer months as well as during the school year. To do this, the LEA has to establish a once a week contact with the participating youth during the Summer.

For employers to qualify in this program, they actually have to hire the kid. They get credit for 50% of the first $6,000 in salary paid the youth the first year - and 25% during the 2nd year. In effect, it's a way of reducing the minimum wage.

Omar: So far as I know, the SEAs haven't done much of anything about this program in spite of the fact that some LEAs are now participating.

Jim: The important thing is that the youth has to be enrolled in a bonafide coop ed program in order to qualify for participation.

Omar: That is too bad. In many coop programs, there's little relationships between the coop ed instruction and the actual job. It would be much more honest if the requirements were that youth be in a bonafide career ed experience - such as our CBL program in Maine.

Miniconference #162

NAT'L CENTER FOR SERVICE-LEARNING AND CAREER EDUCATION

May 28-29, 1980

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Initial Ideas Raised by Participants

1. How to solve transportation problems - including liability insurance for Service-Learning (SL)/Career Education (CE)
2. How to solve semantic problems between the meaning of the word "service" and the word "work"
3. How to link SL in Grades 9-10 with a youth employability skills emphasis in Grades 11-12
4. How to use SL as a way of re-enforcing career ed's emphasis on productive use of leisure time
5. How to help youth see relationships between "service" and the "passport to careers" concepts
6. How to link SL with academic credit
7. How to help teachers learn:
    - what youth want to do in the community; and
    - relate those experiences with their reasons for learning
8. How to best approach community persons to participate in SL
9. How to link CE and SL when neither is a National organization
10. How to establish philosophical underpinnings of SL for community members
11. How to overcome teacher resistance to community interaction
12. How to resolve the potential threat of credit for SL to reduction in staff positions
13. Where are the evaluation results for SL?
14. How does SL differ from "exploratory work experience"?
15. How does SL differ from the Executive High School Intern Program?
16. How can SL/CE be used to support teachers who want to work in these areas?
17. How can teacher ed institutions provide leadership to encourage teachers to engage in SL/CE?
18. How to help teachers engage in SL/CE without forcing anything on them
19. How to make SL/CE a true interdisciplinary effort
20. How to establish communication links between SL/CE so we both understand our commonalities
21. How to help make citizenship one of the basic skills

22. How can we better understand CE/SL through starting with pupil needs?

23. What are the basic "how to"s of SL that answer the question for teachers "WHERE IS TIME TO DO THIS COMING FROM?"

24. How do you sell SL to teachers? to administrators? to school boards?

25. How can we identify the good things now going on the SL that are directly related to CE?

26. Where do SL programs now exist?

27. How to infiltrate teacher ed programs to show prospective teachers how to do SL

28. How to better train community persons - i.e., non-educators to participate in SL/CE

29. How to make SL/CE a lifelong process beginning in elementary schools and going through the retirement years

30. How to more directly involve career ed "types" into SL training

31. How to keep SL from being caught in the middle of the fights between "career ed" and "voc ed"

32. How to clearly define both "career ed" and "service-learning" parameters i.e., beyond the conceptual level

33. What is unique about SL as a part of experiential learning?

34. What are the professional development needs of career educators?

35. How can we establish the legitimacy of experiential ed approaches to education?

36. How to institutionalize both SL and CE in dynamic ways

37. What agencies would want elementary school kids involved in SL?

38. In what ways can SL and CE link up with the NATIONAL SERVICE movement now under consideration?

39. Where could CE "types" find SL "types"?

40. How to tie careers/service/avocation together in a total school program

41. How to make "alternatives" be something inside the school not just outside the school

42. What is the role of the adolescent in our society?

43. Who is responsible for the education of youth?

44. What are the legal problems to be overcome in making SL/CE work?

45. How can inter-agency planning and development be done?

46. How to use SL for teachers as inservice ed for CE

47. How to develop a delivery system for SL that has benefits extending beyond the experience itself the "de-briefing moment" process

48. Should "infusion" be necessarily the main route to take?

49. How to develop evaluation tools for experiential learning at the secondary school level

50. How to operationalize the work/education/leisure cycle

51. How to solve scheduling problems when most kids are in SL

52. How to find time to discover, train, and work with sponsors for Service-Learning/Career Education

"Snapshot" Pictures of Participants

Niel Carey - Maryland

- Heads the CAREER & COMMUNITY SERVICES Branch of the Maryland SEA
- In Maryland, students can earn up to 9 of the 20 units required for high school graduation outside the classroom - LEAs, to date, haven't taken great advantage of this
- Last April, an SEA group went to Israel and were impressed by the "service" emphasis they saw the State Board then accepted the notion of "service" as policy
- Of 24 LEAs (counties) in Maryland, career ed is firmly in place in the 5 largest serving 75% of the students fairly active in some others and present "in name only" in 6-7
- (Janice) We've been given a chance to pilot "service-learning" in 3 high schools with at least 50% of students in each school involved. We're currently working with 2 of these 3
- (Lee) Our problem is connecting service-learning with the curriculum in all academic areas

Maragaret Holden - Vermont

- Current develops programs in "life work planning" for people interested in education and human services at the Center for Career Development at the University of Vermont
- Has been active in SL which was the CE program of a high school
- Doesn't see any basic differences between SL and CE
- Has directed a secondary school Service-Learning program called DUO (Do Unto Others) its still going on

Joe McGhee - California

- For 95-207 funding, California SEA had 804 applications - funded 204 - ranged from $779 to $160,000
- California Career Ed Dissemination Center (our $160,000 grant) is doing very well
- Two SEA persons working primarily in career ed
- Interest in CE in California is growing rapidly - ¼ of all LEAs have some form of CE right now
- Can use AB 65 - School Improvement - State funds to help pay for CE

Martha Schwarz - Missouri

- Is a 9th grader social studies teacher
- Has been providing 9th graders with SL opportunities since 1967
- Now doing SL within the context of an interdisciplinary team
- Ninth Grade social studies in my school is called "CITIZENSHIP" - that term includes BOTH knowledge AND commitment to action

Doug Johnson - Colorado

- We have 181 LEAs - 154 of these are active in career ed
- CE, in Colorado, is a concept - not a program
- Doug is in the COMMUNITY BASED SERVICE UNIT of the SEA
- Have had State funds for career ed since 1975
- Our SEA is a service organization - local control strongly emphasized
- Much effort has gone into forming and operating local Business/Ed Council at the community level - this has resulted in great community/ involvement

Lyn Baird - Washington, DC

- The National Center For Service-Learning (NCSL) was founded in 1969 as the "National Student Volunteer Program" a part of ACTION
- NCSL has tried to collect and share information on SL concepts and practices in Secondary and Post Secondary Educational Institutions throughout the Nation
- SYNERGIST, a tri-annual journal, has gone to every high school principal in the Nation since 1971. In addition, 12,000 other persons are on the mailing list for SYNERGIST
- NCSL has conducted 100+ training seminars for high school and college teachers/administrators - plus technical assistance to LEAs

Diane Heiden - Minnesota

- Works at the CENTER FOR YOUTH DEVELOPMENT AND RESEARCH at the University of Minnesota - serves youth Ages 12-20
- Interested in SL because too many youth are much more recepients than they are providers of "service" at the present time

- We started calling what we were doing "community services" - then changed to "action learning" (when NASSP endorsed that term) - and, most recently, are now calling it "CETA programs" - under whatever name, what we've been doing is a complete careers/service-emphasis
- Has done a study of experiental learning in:
  - service-learning
  - career ed
  - community study; and
  - adventure

  For all 4 "types", kids reported that they learned something about CAREERS. We couldn't find many differences in these 4 "types" - for example, all emphasized such things as:
  - self development
  - moral development
  - problem solving, etc.

Leila Lewis - Idaho

- Idaho has 115 LEAs - mostly small
- Serves as COORDINATOR OF CAREER ED AND PUPIL PERSONNEL SERVICES
- Idaho is one of the "$125,000 States" under 95-207 funding
- We have 9, 95-207 grants now for comprehensive career ed - ranging from $1,000 to $20,000. In addition, we have:
  - o Thirty-five "minigrants" of $300 each; and
  - o Five planning grants of $1,000 each
- We are emphasizing adoption of JDRP approved career ed programs - 5 Project MATCH, 4 Project Discovery now - in addition, have 5 LEAs using the Cashmere, Washington approach

Richard Kaye - New Jersey

- Has been a high school principal for 6 years - in a school where almost all of the 1,100 students are out in the community engaged in service-learning
- Our high school is unique - completely individualized
- Our student population covers the entire socio-economic range

IDEA: How to Solve Semantic Problems Between Meaning of the Term "Service" and the Term "Work"

Janis: We have defined "SERVICE-LEARNING" to mean "learning through providing opportunity for helping other people". Some of the "work things" can be incorporated into SL, but some separations are also clear. A "work" orientation only is a narrowing thing in that it implies a "vocational" sense of "what suits you" - NOT of how you could serve others.

Diane: John Dewey talked about two focuses of Education:

- self development; and
- contributions to society

Career ed, in that context, is more focused on "self development" whereas service-learning is more concerned about "contributions to society".

Janis: Most kids think about "careers" but not about "service" - i.e., about how they can contribute to the community.

Margaret: There may be a distinction in entering the program in terms of motivation for entry BUT the outcomes of SL and CE for the learner can be the same.

Richard: We're now coming with the concept that "TO GIVE IS TO SHARE" - i.e., I, as a person, must be INVOLVED. If I do well in my work, society will benefit. The individual is always part of the group. To the extent this is true, then the individual makes the group more productive.

Lee: We're talking here about a humanistic ethic - NOT about a profit-oriented "work ethic".

Richard: AGREE. Energy is a good example. We've tended to say "Give me the energy I want - I don't care about whether others have the energy they want".

Lee: There are links between SL and CE.

Diane: We are all:

- citizens
- workers; and
- family members

SL projects are relatively more focused on the role of "citizen" whereas CE projects focus relatively more on the role of "worker".

Lee: The person really needs to put it ALL together - citizen, worker AND family member.

Richard: In one sense, it all comes down to "work".

Lyn: There are lots of community complications when you say you want a kid to "work" - the word "work" means different things to various members. On the other hand, the work "service" is something both more meaningful - and with more common meaning - to more members of the community.

Doug: We seem to be taking a different tack in this discussion from what Leila and I are trying to talk about. My concern is with the basic definitions of the two words - "work" and "service". In a typical K-12 career ed program, there is no big difference that I can see.

Richard: DISAGREE. When I visit with people in the field, I see them making definite distinctions between "work" and "service".

Leila: Too many people think of "work" as something they need to do in order to make a living - i.e., as something distasteful. The definition of work that we use in CE depends on the motivation of the person for doing the task - i.e., what is "work" to one may well be "play" to another. The word "work" is no longer a "bad" word to me BUT, to many in our society, we must admit it still carries negative connotations.

Lee: People DO need to get paid for some of what they do in life - which means they need to "work" in the sense of "paid employment". To the extent this reason for working is dominant, then the money becomes more important than the humanistic returns to the worker and, when that happens, we wouldn't call it "service".

Diane: Keep in mind that the audience we're trying to reach with this thinking consists of SCECs and CBOs.

Doug: AGREE. We can't just debate who's doing what and when. Our premise is that both efforts SL and CE are going on under various names. Our problem in this MASTER PLAN is how to put them together. The concept of "service-learning" is, in many ways, a relief to me. It helps me meet some of my goals for career ed in that SL puts a high priority on "service to others" this is an important and essential part of CE. WHAT THINGS OTHER THAN "SERVICE" ARE BASIC GOALS OF SERVICE-LEARNING? When Richard talks about SL as extending to the "total school program", I need a better understanding that I have so far.

Richard: SL/CE connections are a small part. Try to think of it in terms of the 4 basic types of experiential learning that Diane talked about earlier that gives a broader perspective.

Diane: You CE "types" are still thinking that, somewhere out there, there must be a lot of SL "types" running around. Get over that kind of thinking. There may be a few true SL "types", but not very many. The only people really focused on "community service" are found in parochial schools where "service to others" is a basic part of their religion. The more generic interest in SL is helping persons in their personal/career/psychological development with "service" being a vehicle for doing so.

Leila: The concept of "service to others" certainly isn't just a religious thing - i.e., Rotary Clubs, BSA, 4-H, etc. are all involved in providing "service".

Doug: We in CE do deal with the "citizenship" role in an infusion sense - in terms of positive contributions that EACH citizen makes to her/his community through work - both paid and unpaid work. Granted, to most persons (both within and outside of Education) CE is much more typically perceived as concerned about "paid work" than about "unpaid work" BUT, to us in CE, both kinds of "work" are important. We need to have help from SL in our MASTER PLAN so that we can give a more proper and appropriate emphasis to "unpaid work" - without losing sight of our continuing concern for the world of paid employment as well.

Richard: It's hard to help busy teachers see the "bigger picture" of "teacher/student/world" with which they must deal.

Margaret: It's going to be the consumers of service-learning - i.e, the students who will make service-learning be a vehicle for helping students do what students perceive to be important for them to do.

Leila: From a SCEC point of view, we see "service-learning" as taking place at the junior/senior high school level. We, in CE, feel we must begin our efforts at the elementary school level. There where we do a lot with "values clarification" for example it seems to me that the concept of SL must surely have potential application. I should think it ought to really begin with parents of pre-school kids.

Doug: Career ed is providing youth with the knowledge and experiences necessary to make them successful. We've said, from the beginning, that we need resources both personal and physical outside the Education system - i.e., that CE is NOT something schools can do by themselves. Eventually, if we do it all as we should, we shouldn't have to use either the term "career ed" or the term "service-learning".

Joe: I submit that "service-learning" is taking place right now in Kindergarten classrooms - whenever the teacher introduces and works with kids on the concept of "community helpers".

Richard: AGREE. The concept of SL even if the term isn't being used - is very real in good elementary school classrooms.

Doug: The key we're trying to promote in career ed is that this "learner/service oriented" philosophy of the elementary school needs to be extended to the secondary school which is too much subject oriented and too little "people oriented".

Richard: As educators, we need to find ways to unlock and help ALL kids discover the feelings of "I did"-"I gave"-"I shared".

Martha: Sometimes I wish we had never heard of either term "service-learning" OR "career ed". The goals of these two movements are completely overlapping. Maybe we should "invent" a new term that would emcompass and replace both SL CE. I've gotten to the point where, if a kid writes about what he does by using the word point where, if a kid writes about what he does by using the word "job", I cross that word out i.e. I don't want the student to think that one needs to be paid money in order to say he/she has worked.

Richard: There are sufficient societal resources in private industry and elsewhere right now to make both SL and CE happen BUT neither of us have been very good in selling our concepts and beliefs to those who have those resources.

Margaret: There's an indirect "hookup" for us now with other federal agencies in terms of DOL rules for "internships". DOL says that, if someone is in violation of the child labor laws, that employer will be sued. If the student supposedly involved in "service-learning" does anything construed to be helpful to the employer, DOL wants that student paid the minimum wage.

Diane: Don't overlook CETA as a possibility for both SL and CE. There are lots of good CETA programs now and this is a resource both SL and CE should seek out and use.

Lyn: "Career Ed", to me, has to do with an effort to improve the quality of Life through helping youth experience their full potential.

Janis: AGREE. We need to emphasize that this goal can be met in the broader community - it's not something that can be or should be done only within the confines of the school. Given Lyn's perception of CE as valid, then SL can be thought of as a process of students engaged in activities that blend "service" AND "learning" objectives in ways that contribute to the broad goals of career ed.

Doug: Both SL and CE volue providing youth with the experience of helping one's fellow human beings as a means of increasing one's own self worth.

Jeo: My problem is that we're still talking about the difference between "service" and "work". I think we should be talking about the difference between SL and CE.

Betsy: We can't just equate SL and CE - they don't equate.

Diane: We're saying youth needs a number of different kinds of encounters with the real world if they are to attain good self understanding perhaps they can obtain some of them through SL and others through CE.

Leila: When I re-do my CE State Plan, I think I should include SL as one of the concepts in that Plan.

Richard: When people serve others in our society, we tend to talk about "serving" the "unfortunate" - i.e., the "do-gooder" emphasis is predominating. We shouldn't just think about "service" as doing things for the "less fortunate" it ought to carry broader connotations than that.

Diane: 2 years age, the Gallup Poll showed 86% of the general public approved of having youth ages 16-17 - provide some form of "service to the community" BUT it hasn't been translated into action yet.

IDEA: How to help teachers learn: (a) what youth wants to do in the community; and (b) relate those experiences with their reasons for learning

Margaret: We all learn by doing. For teachers to learn the benefits of SL, they must DO it. It can be done. In Vermont, it's being negotiated into teacher contracts for recertification credit. The school picks up the cost of the substitute teacher while the regular teacher engages in some form of SL for up to, say 1 day per week.

Diane: AGREE it can be done. In some of our LEAs, the local Chamber of Commerce is paying the costs of the substitute teachers so that "regular" teachers can engage in some form of "service-learning" in their communities.

Martha: "Service-learning" should be a State requirement for teacher certification BUT it isn't.

Diane: A lot of teachers would very much like to engage in some form of "service-learning" if, for no other reason, simply because it would get them out of the school building and into a different environment which would be a welcome relief once in awhile!

Janis: The problem is mainly one of getting a viable inducement for teachers to engage in "service-learning". Right now, about the only inducement we can see is "recertification credit" if it weren't for that, our appeals to teachers to engage in "service-learning" probably wouldn't work very well.

Doug: I should think that "service-learning for teachers" could become an important goal of educators IF that objective can be clearly and emphatically related to the needs of kids. That's the way I think it should be done and that's what we do in justifying the need for teachers to have inservice in CE.

Diane: In teaching my course in "experiential learning", I have found that I can give my students the sense and feel of "service-learning" by asking them to recall what, for them, has been their most memorable experience in Life - it almost always involves "service" in some way.

Martha: Teachers are, as a total group, very insular persons. They often don't know what the "community" consists of or how it really operates. I doubt very much that I would have had either the ability to - or an interest in - engage in "service-learning" had I not spent several years outside of the Education system befor coming back as a teacher.

IDEA: Examples of Service-Learning In Action

Martha: A group of my 9th graders decided that they wanted to have bike routes in the city. They rode their bikes to establish possible routes including noting historical sites along the way. They then made a plan for the City Council. Faced with no funds to implement this plan, they then took their plans to our Chamber of Commerce to seek funding. Now they are ready for a formal presentation to the City Council. They have, as a result, learned things about "citizenship" that couldn't have been learned from books - including citizen participation in community affairs. In addition, they learned such things as:

- writing skills
- organization skills
- decision-making skills
- interpersonal relationship skills
- economics; and
- problem solving skills.

PLUS good work habits.

Margaret: I have a mentally retarded student who has a facility for remembering names of reptiles. He is now trained to be a museum guide.

As a group example, we had a college student from our Service Learning Center who worked with 8 high school students concerned with this environmental problems. Kids were excused from class to participate in this environmental service-learning project. It was related to a class some of the kids were taking BUT the prime criterion was the interest of the individual student in SERVICE-LEARNING. Our justification was the old one that "education takes place in many ways - and in many settings - outside the formal classroom in the formal school".

Diane: There are 7 basic ways of organizing SL in school buildings:

- a person in the school committed to SL has a file of community service projects that could be done - and kids sign up to do them

- "COMMUNITY ACTION CREDIT" - same as above, but kids get a certain amount of academic credit - typically not much monitoring goes on in project such as these.
- As a "laboratory" for an existing course - for example, if our social studies class wants to learn about "poor people", we will have a set of activities where these interactions can take place - and then discuss these activities in class sessions. Some of these kinds of things take place during the school day - and some after school.
- COMMUNITY INVOLVEMENT COURSE - a brand new course with a central focus on the field experience - i.e., the "class" is used as a supplement to the field experience; and
- an ACTION LEARNING CENTER - here, kids are bussed from their schools to the Center - which is totally focused on experiential learning. Some of these efforts have led to a full year's experience for kids - with English/social studies credit being given.

Barbara: Fairfax County, VA has a year long course called "Political Science" - an elective open to Seniors only. The first part of this course is looking at "political participation" - including some emphasis on communications skills. In the 2nd semester, kids are in community learning activities directly related to how Government operates - with kids volunteering 8-10 hours per week and 1 seminar per week. We do have on-site supervision in this program. There are only 20 students allowed per section - we have 70 students this year and 250 already signed up for next year. This class starts at the last period of the schoolday - and is supplemented by the time kids spend in the after-school period. Kids are responsible for their own transportation - Obviously, these kids are ones who CAN AFFORD IT, i.e., it isn't a program that appeals to economically disadvantaged.

Diane: Sometimes - if it's a course - we DO get economicaaly disadvantaged pupils. In addition, we have some disadvantaged youth in SL through CETA - with CETA paying them (in current project on "consumer survival"). We justify paying these for "service-learning" because:

- we can't expose them to SL if we don't pay them; and
- it isn't a problem for us if some kids are paid whereas other kids aren't - we've demonstrated this many times

Lyn: It's the same way we justify paying the VISTA volunteer a living allowance - i.e., it's essential if they are really going to participate in "service" - i.e., we pay them to "exist" but they "serve" voluntarily.

Richard: AGREE. It's a way of giving kids more meaningful exposure to positive sides of "work" than would be possible in some of the traditional CETA youth "make work" jobs.

Doug: I don't really see a strong difference if both CE and SL look at "SERVICE TO OTHERS" as a baseline - it comes out to be the same BASIC thing.

Lee: In Baltimore City, we had a school that is 98% black - with a program operating for years in collaboration with the Jewish community aimed at providing service to senior citizens - the faculty (also black) resisted because they saw this effort as only "black kids serving white people" - i.e., they didn't want their kids being "servants".

Richard: I have some kids in my high school who MUST have money - it's O.K. to have a kid in SL some of the time who - at other times - is working at McDonalds Hamburgers for money. These really poor kids can't get the benefits of SL if they don't have any chance for some kind of paid employment.

Leila: We have a course in our high schools called "Government". This year, the Government class in one high school got a bill through our State legislature. They do a lot of service projects out in the community - for example, participating in a campaign to help the political candidate of their choice - this is a "learning by doing" approach to learning about the subject of "Government".

Richard: We have an alternative program with one component being that every kid - for part of the day - has a paid job. The idea is to let them know that "money" must become a part of their adult lifestyle. Not all of these kids are doing SL in addition, but 50-75% are. With some of our younger students, we have them running a day care center as a strict SL activity - i.e., no pay involved whatsoever.

Barbara: Is there any plan whereby SL is paid with SL control over what happens to the student?

Richard: YES. We do this. We evaluate our work sites and, if the employer doesn't agree to make it a learning/growth experience for the student, we don't use that site.

Joe: We've had some kids spend 1 year, say, on a CETA youth job as a school janitor - and then be completely dropped. For a kid who is developing a real interest in this kind of activity - and also developing real feelings of self worth, this is a disastrous thing.

Diane: Minnesota ia a good model of the "paid/unpaid" notion in SL. For example, I work with Steve Frantz of CETA to develop a SL/CE approach to CETA youth programs. There was, within CETA, a small grant to set up a little unit in our SEA on "CETA/Education Linkages" - that group of SEA persons has gone around our State helping LEAs develop some innovative programs.

Doug: You're talking about use of the CETA Governor's Discretionary Funds. This COULD be done in every State, but hasn't been carried out much up until now.

Joe: Many of the old MDTA offices were housed in voc ed - that's why voc ed is toady so closely tied to CETA youth programs - in spite of the fact that many CETA eligible youth don't enroll in voc ed - and don't want to.

Leila: We participated in the Kirshner study a year or so ago - as did many other SCECs. All SCECs who participated did a kind of data collection thing - so some data are potentially available. In addition, we've had 7 workshops run by the Northwest Lab on "CETA/Ed Linkages".

Joe: Tom Jacobson - in the Grossmont School District in California - has a neat manual now on "CETA/LEA LINKAGES" - he charges about $40 to get it, but it's very good.

Margaret: One of the basic essentials in SL is the quality of the experience for the student. "QUALITY" is determined, in the long run, by the extent to which the student gets out of the experience what was planned. There MUST be some kind of evaluation process. An adult leader/coordinator is essential if the student is to go through the kind of thoughtful process we seek to establish in SL.

Doug: From what I'm hearing, it seems to me that we have a SL/CE DOUBLE INTERACTING RELATIONSHIP made up of components that lead to an emphasis on the TOTALITY OF WORK - both paid and unpaid - that meets the needs of persons and of the community. Their components include such things as:

- basic skills - including citizenship, math, reading, dependability, problem solving, decisionmaking, etc. - as a REINFORCEMENT/MOTIVATOR and APPLICATION of the basic skills - and other things as well. Both SL and CE are supportive of each other and should be drawn together wherever possible. Such a "drawing together" also offers an alternative base for community involvement with youth. CE efforts can grow out of earlier SL efforts - and vice versa.

Lyn: To sell the "meshing" of SL and CE, an emphasis MUST be put on the fact that the quality of community life is being improved as a result of this "merged effort".

Richard: I'd make a different model by putting CE in the center with "experiential learning" being a ring around it with a number of "spokes" consisting of such things as:

- career exploration
- work study, etc. - leading into that center

In this sense, CE becomes, in effect, the individual.

IDEA: If All 50 SECEs Were Present Now, What Would You Tell Them About How to Link Up With "Service-Learning"?

Lyn: We have a mailing list of SL "types" by State which can be made available to all SCECs at the National meeting in August.

Richard: After the National meeting, we hope the SCEC will go back and call a State meeting of all 16 CBOs - of which SL will be one.

Lee: Each SCEC should be put on the mailing list to receive the SYNERGIST Magazine (Lyn - this will be done).

Lee: Lyn can identify the key SL "types" in each State - and urge the SCEC to contact some of them in June/July - i.e., PRIOR to the National meeting.

Lyn: There isn't ONE key leadership SL "type" in every State - instead, there are a number of individuals in EVERY State who would be good persons for the SCEC to make contact with.

Diane: We need to give SCECs data on our high school efforts only - i.e., NOT those talking specifically about SL on college campuses.

Richard: Lyn can send out some letters to key persons in SL telling them about this "miniconference" and asking them to make contact with their SCEC PRIOR to the National meeting in August.

Lyn: If we had 10 examples of what are really exemplary SL practices around the country, it ought to be helpful in terms of selling SCECs on SL at the National meeting.

Joe: What's needed is a "1 pager" to sell SCECs on SL.

Lyn: NCSL has so many free resources that it seems to me many SCECs may want to take advantage of some of these - including the many training workshops we conduct.

Martha: If our National Conference is to really work, kids will have to be present as presenters.

Doug: MAYBE NOT. The National Conference will be attended by "believers" - they don't doubt the need - rather, they just want to know how to do it. When we go out to local communities is where we're really going to need kids as presenters.

Lyn: Whenever a State Career Ed Conference is held, we could arrange a presentation on SL - including kids if you want them.

IDEA: *What Should Happen to Link CE/SL at the LEA Level?*

Joe: First, we must inventory the LEA to see who - if any - are the key "players" in both CE and in SL in that community. If I get a list of SL persons in California, I will make the link with the LEA CE types.

Richard: Is there here a single theme of career/service/experiential - why not, if this is so, plan to make major presentations at National conferences such as NASSP, ASCD, etc.?

Diane: NCSS has, as their National Convention theme next year, the topic of "YOUTH PARTICIPATION IN CITIZENSHIP". We could bring this unifying theme into our presentation there.

Leila: A big State Conference isn't very practical in many States. It's really going to have to be done in smaller meetings.

Richard: We should present this "merger" - not as something NEW - but rather as things that have previously existed which now need to be connected.

Margaret: Is the need one of giving LEAs information or process?

Doug: We need a combination of both.

Margaret: One of the things that could be helpful would be to point out to LEAs the special skills of CE we've been talking about including:

- skills in developing personality meaningful sets of work values
- skills in making productive use of leisure time - through unpaid work
- skills in humanizing the workplace for oneself

SL IS VITALLY ESSENTIAL FOR THE DELIVERY OF EACH OF THESE 3 SKILLS.

Richard: A good base for this would be the research studies done in Minnesota. Diane has data showing all the ways "LEARNING BY DOING" can help improve educational effectiveness.

Leila: We ought to take the common goals of SEA State Plans for CE and indicate how SL could help contribute to attainment of those goals.

Doug: In many States, State Plan objectives for career ed won't be met by FY 83 - unless CE builds new linkages with the broader community - that's partly why this miniconference is important.

Margaret: It's important to stress that we're NOT talking about something NEW.

Doug: It's important that we emphasize this as a STEP-BY-STEP process.

Margaret: I know that, when I get back to my own building, it's going to be difficult to get SL/CE persons together. There has to be either a "carrot" or a "stick" coming from somewhere - we just can't expect to suceed simply on the basis of "GOOD INTENTIONS".

Miniconference #163

LEA CAREER ED COORDINATOR RESOURCE BOARD FOR "MASTER PLANS" - PART I

July 10-11, 1980

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Participant Comments on Master Plans

Organized Labor

Sandy: It's a good job.

Betty: Project LANCELOT would be a good way to implement this "Master Plan." It should be mentioned specifically as a resource.

Audrey: AGREE. It seems to me this is a general problem - i.e., putting some kind of resource listing in - that could be suggested for ALL of these "Master Plans."

Sandy: In general, it would be helpful if the MPs had some names of resource persons LEAs could contact. LEAs don't want to have to call their SCEC to get such names. If this isn't feasable, then the SCEC should put together, within each State, such a local listing and mail it out to all LEAs in the State.

Betty: SCECs are typically faced with spending most of their time with rural LEAs where little, if any, organized labor exists.

Audrey: Students are very mobil. If they grow up in small rural communities, they will likely leave them later for places where organized labor does exits therefore, they should know about organized labor.

Dick: It might be appropriate, in this MP, to include a reference to the Bureau of Apprenticeship and Training (BAT) effort to get youth involved - there are 7 pilot sites for this now (including Des Moines).

CONSENSUS: Add a reference to BAT in part 5 on Page 6 of the MP

LaVerne: Point 3 on Page 5 of the MP is good. We've had people from organized labor participate in our teacher inservice. This statement is O.K. as is. It's important to have extended time with teachers if they are to understand career ed - business/industry persons can pick up the concept much faster.

La Verne: Organized labor hasn't, in our community, done enough about getting materials into our classrooms. I haven't seen them developing local career ed materials telling about organized labor.

Dick: If organized labor gets started to develop materials for use in career ed, they ought to involve educators in their development. Some mention of this should be added to this MP.

Bob: At the National level, organized labor has developed tons of materials for use in LEAs. At the State and local levels, units of organized labor haven't been active in developing materials for use in LEA - they just don't have the personnel required for doing so.

Dick: We've had difficulty getting organized labor to participate in our CAREER EXPO - primarily because they appear not to have materials for use in making up a display.

Alton: AGREE. We need to do much more to get organized labor involved with us at the local level. The National level efforts aren't enough to help us in our local communities.

Alton: In Mobile, we've found organized labor reps willing to talk to our students about things like the "free enterprise system" and "productivity" BUT they don't seem to want to talk to students about such things as how the student could go about joining their union - it's almost like they're protecting a "monopoly".

Bob: We will have a list of 5 key contact persons in each State for each community organization. SCECs can get these names out to LEAs.

Betty: We ought to include, as an appendix to this MP, a bibliography of materials available from organized labor at the National level - many LEAs would write for those materials.

Audrey: If we bring organized labor into classrooms to work with teachers, we must be willing to help them get ready to do so. I find that, often, reps from organized labor are even reluctant to come into classrooms to talk with kids - BECAUSE THEY AREN'T SURE EXACTLY WHAT WE WANT THEM TO DO OR HOW TO DO IT. They're even more uncomfortable in doing inservice ed for our teachers. The MP should include some suggestions for helping organized labor reps be made to feel more comfortable and prepared to come into the school system.

LaVerne: DISAGREE. We know this is something we, as local career ed coordinators, must do for any community group who comes in to help us in career ed.

Dick: AGREE WITH LAVERNE. There needs to be a separate, general set of suggestions for getting resource persons ready to come into schools - and for following up after they have done so.

Mary: Point 2 on Page 5 is very good.

Sandy: AGREE but I'd like to see it strengthened even more. This is an area where emphasis is growing very fast.

Junior League

Betty: The Junior League materials on career development are excellent. However, two of the JL trainers I've used are persons who have never held a paid job. In spite of this, I like the JL career development program. JL wanted 2 hours per day to teach this course in our schools - but we could give them only 1 period per day. It worked out just fine this way.

Mary: The JL program presented to our community had an almost exclusive emphasis on office occupations - it wasn't accepted. (NOTE: Perhaps this was the JA, not the JL program).

LaVerne: I like the JL Master Plan but I haven't used JL yet in our county. I will link up with them when I get back.

Herman: The Tulsa JL program aims to teach their "career development course" as a separate class - they don't seem to want to adopt it so that it can be infused into the regular curriculum. We're trying to help JL see how they might use an "infusion" approach now for their career development materials.

Betty: We're letting JL teach their career development course during study halls for kids who want it - by doing so, we don't have to worry about the "infusion" problem.

Dick: Isn't JL's career development course simply a form of group guidance? If so, it doesn't bother me that they teach it during a regular period in the school day.

Mary: In Fort Meyer, JL is into a variety of kinds of things with our school system - BUT not anything to do with career ed.

Dick: We haven't yet worked with JL in Des Moines, but we will when I get back from this miniconference.

Sandy: We've worked with JL in giving their career development workshop for adults - but not for kids. We will get with them when I get back from here.

Alton: JL is active in Mobile, but we haven't linked with them in career ed in any way up until now.

LaVerne: We have JL in Little Rock, but I haven't yet worked with them - there are so many things we have to do it's sometimes hard to find the time to do the kinds of things we should be doing.

Herman: The best thing JL has done for us in Tulsa is in providing a speaker's bureau on careers.

Bob: I don't see an alternative delivery mechanism to let LEAs learn about JL. If this MP won't do it, how will LEAs find out about JL?

Betty: Perhaps we could get the NEA Reporter to do a feature article on the JL program - that would reach 1.8 million teachers.

Audrey: I think the MP ought to mention the importance of JL in providing and promoting volunteerism in the community.

Betty: Our JL emphasis is on self development - on working to make the individual feel himself/herself to be a worthwhile person.

Junior Achievement

Dick: When the 16 MPs are finally produced, there ought to be a common format. The style used here isn't at all like the style used in the others we've looked at today.

Betty: I couldn't find the "specifics" I need in this MP.

Dick: AGREE. There's too much narrative - and too few specific suggestions - in this MP.

Alton: JA, in Mobile, was having trouble getting in contact with the students. We developed forms for them, collected the data, and gave the results to JA.

From that point on, we seem to be able to get whatever we want from JA. The forms we used can also be used to meet the needs of the Exploring Division of the Boy Scouts of America.

Dick: We're offering JA for academic credit BUT not during the regular school day.

Audrey: We don't do JA during the school day either - and we don't offer academic credit for it.

Alton: We teach PROJECT BUSINESS in middle schools - it didn't work as well as we had hoped because we couldn't:

- get enough business persons to become involved; or
- get someone to coordinate all of it

We wanted to use PROJECT BUSINESS as something we could integrate into our economic ed/career education "connection."

Herman: We have JA now in 7-8 schools in our district.

Betty: I think JA does a tremendous job BUT there's no reason for me to work with them - i.e., they're getting along just fine without me!

Audrey: DISAGREE. I think we, as career ed coordinators, should become involved with JA.

Betty: I have to prioritize my time in terms of how many kids I can reach - when I have a choice between reaching all 20,000 in our school district - as opposed to the 200 in JA - I choose the 20,000.

Audrey: I find that working with JA gets me some links with some key business/industry persons that I wouldn't otherwise be able to make - THEREFORE, I am helping all students when I work with JA.

Betty: The JA materials are excellent. For our school district to develop materials comparable to those of JA would be very expensive.

Alton: I agree that, where JA exists, it IS a valuable resource.

Mary: I don't need JA in order for our students to learn about the free enterprise system - i.e., our local Rotary Club is doing this for me.

Bob: The negative parts of JA are:

- they teach a particular side of American business; and
- they tend to attract only the most able students

If you are using JA, you ought to also be sure to have some of the point of view of the AFL/CIO.

Audrey: The problem with JA - if we offer it as a "course" for credit in the middle of the school day - is that it would have to be done under arrangements where a regular teacher is in the room. Otherwise, you run the risk of appearing to be replacing teachers and, in these times, that wouldn't set well.

4-H

Audrey: 4-H should definitely be promoted by career ed persons.

Sandy: We in career ed ought to be much more active in emphasizing 4-H in urban settings.

Audrey: 4-H teaches kids a lot about entrepeneurship.

Betty: 4-H is also good on helping kids learn to use leisure time wisely and productively.

Look at the 4 things in the 4-H Master Plan that it suggests LEA career ed coordinators should do. Are you doing those things?

LaVerne: I haven't yet had time to contact 4-H. There is simply too much to do.

Alton: In Mobile, 4-H took the initiative and contacted me. The only thing we really had to do was just let them in our schools.

Martha: The kids in 4-H in our county tend to be low socioeconomic persons not highly respected by the other students.

Herman: Most of our 4-H kids are rural youth who have farm projects. We have outstanding 4-H leaderships in our area.

Audrey: 4-H helped me put together a unit on Environmental Careers. In addition, they are excellent in working with the handicapped. Finally, when I'm putting on career ed workshops, I ask 4-H to supply me with resource persons and they do.

Betty: I've served as a consultant to several 4-H Clubs and talked about career development. I've really not thought much about working with them in other ways, but the 4 suggestions on Page 8 make sense to me as good things to do.

Sandy: We have 4-H agents in our building, but I haven't yet linked with them, I didn't even know they had some career ed materials. I've used them primarily to help me get community resource persons for career ed.

National Institute for Work and Learning

Betty: There are no work/education Councils in Nebraska. If there is a Work/ Education Council in a given area, it would certainly be good for local career ed coordinators to get behind it and support it.

Audrey: AGREE with Betty. We could and should work in collaborative ways with such Councils where they exist.

Dick: I see a lot of potential strength in the concept of the Work/Education Council. It could pull together lots of existing kinds of Councils in many communities.

Discussion of the 64 item Discussion Chart

Audrey: Item 3 - What does "providing opportunities" mean?

Betty: The reason I think organized labor can be involved in this activity is that they can say its O.K. to come in.

Dick: How would JA, BSA, 4-H, etc. fit in here?

Audrey: One of the persons who is Chairman of JA Board is also Corporate Executive for IBM-its difficult to see which "hat" he's wearing when the schools get in. ALL of the 16 community organizations CAN do all 64 of these items BUT not to the same degree of sophistication. The 64 item instrument is a good guide for organizations to use in order to see where they fit in the total collaborative effort.

Betty: ITEM 7 - Maybe NAB is the only organization with a specific program here.

Sandy: Maybe we should rate each of the 64 items for each community organization on a Likert scale (from 1-5).

Sandy: An alternative would be for us to pick 2 items out of each sub-category that would be most pertinent for each community organization.

Bob: I'd like to see us follow some forced choice arrangement.

Dick: We should list ALL those items, for each community organization, that we, as LEA career ed coordinators, feel are ways each community organization could best help us.

Audrey: REMEMBER the chart says to check the PRIMARY role of the community organization not ALL the ways it MIGHT help.

Betty: ITEM 10 - In 197[illegible] we found that, among a sample of 2500 kids, almost none got anything out of the field trips we took them on except the end product, i.e., they "saw the potato chip come out".

Martha: I like field trips. Our kids are prepared for them and get a lot out of taking field trips.

Audrey: There are a lot of affective learnings that kids get out of field trips that we don't see and can't easily measure BUT which will eventually result in making them feel more comfortable when they reach the point where they are going out to apply for a job.

Herman: We make a maximum of 4 field trips per kid per year. If you do more than this, the student will get little out of it.

Dick: ITEM 12 - Why did we agree that "organized labor" should be raced high on this?

Audrey: Our union people say that, without the private enterprise system, unions couldn't exist.

Betty: ITEM 14 - I think people who help kids make career decisions should have some expertise in decisionmaking.

Sandy: I interpret this item to mean giving kids information NOT direct assistance in decisionmaking.

Mary: ITEM 15 - I didn't see this as a part of organized labor's activities in my area of the country.

Dick: Almost everyone can talk meaningfully about productive use of leisure time.

Dick: Maybe the phrase relating to "volunteers" ought to be taken out of Item 15 - i.e., its in Item 16.

Audrey: DISAGREE. Items 15 & 16 are two different things.

Audrey: ITEM 18 - We should add here - AND IN ALL OTHER ITEMS WHERE THE PHRASE "BUSINESS/LABOR/INDUSTRY" IS USED IN AN ITEM, the works "Government" and "Education" to the works "business", "labor" and "industry" - ALL of these together is what makes the community.

Audrey: ITEM 21 - Do we mean here supplying materials for a separate library - or adding materials to an existing school library?

CONSENSUS: It can mean either one.

Audrey: ITEM 27 - What does "direct help" mean?

Sandy: Maybe "followup support" is a better term to use than "direct help."

Martha: DISAGREE. The item is fine as is - it means "action examples" - like Project BORN FREE - i.e., not just simply information.

Dick: ITEM 40 - Why wouldn't something like "organized labor" be regarded as an important participant here?

Mary: Maybe we don't see organized labor persons as ones who are effective with school boards

Bob: That is a common misperception - the truth is, many, many school boards have members who are union members - and so a part of organized labor.

Audrey: ITEM 44 - Are we saying the organization provides parents?

CONSENSUS: Yes.

ITEM 56 - Add an "ITEM 56A" that says "DEVISE AND OPERATE SOME KIND OF REWARD/ RECOGNITION SYSTEM FOR VARIOUS KINDS OF BUSINESS/LABOR/INDUSTRY/GOVERNMENT/

EDUCATION ORGANIZATIONS WHO ARE MAKING OUTSTANDING EFFORTS TO IMPLEMENT CAREER EDUCATION."

Sandy: The title of "Category H" is wrong - it should be changed to something like "SPECIAL HELP TO LEA CAREER ED COORDINATORS."

Betty: ITEM 61 - I interpret this to include "materials" - NOT just dollars.

Discussion of Ways in Which Participants Tallyed Items on the 64 Item Discussion Instrument

NOTE: Each participant checked - for each of the 5 community organizations, those items in which it was felt the organization had a PRIMARY career education role to play.

Mary: If we look, first, at those items that received the highest number of "votes," it would be a good start.

Martha: In our area, we simply don't know much about organized labor. I envision them as a group with lots of money - and lots of power. It probably isn't true, but that's the impression I have. Is organized labor going to help me in my community? Some people, in my section of the country, view organized labor as a "Communist Effort!"

Betty: I prefer to look at the entire 64 item chart as a guide to possible community resources for career ed.

Audrey: Why couldn't the chart also be a device to make a custom-made chart for each local community? In addition, each community could hold a 1 day workshop in the Fall for some of the community organizations on the chart - and for some others who don't appear on this chart at all.

Bob: The very high items (i.e. - those 7 or more of the 9 LEAs participants checked ACROSS ALL 5 OF THESE ORGANIZATIONS) include:

No. 1 - Serving as resource persons in classrooms to help students better understand careers - and relationships between careers and subject matter being studied
No. 2 - Serving as career role models
No. 9 - Serving as resource persons to help students learn job seeking/finding/getting/holding skills
No. 13 - Helping students gain basic information useful in overcoming bias and stereotyping
No. 14 - Helping students gain basic information and experience in the career decision-making process
No. 18 - Helping to identify and recruit resource persons from the B/L/I community
No. 21 - Providing a library of information about careers
No. 22 - Participating in inservice ed aimed at helping educators understand more about the occupational society and how they might infuse a "careers" emphasis

No. 37 - Serving as speakers/resource persons at State and local meetings of prof. ed. associations
No. 38 - Organizing and conducting some form of campaign aimed at increasing general public awareness and understanding of career education
No. 39 - Gaining community support for career ed
No. 40 - Gaining school board/administration support for career ed
No. 41 - Gaining legislative support at the State/Federal levels
No. 46 - Consulting with respect to ways of identifying resource persons from the B/L/I community for career ed
No. 50 - Helping to establish a COMMUNITY CAREER ED ACTION COUNCIL
No. 51 - Serving as members of a COMMUNITY CAREER ED ACTION COUNCIL

Bob: I interpret these uniformly "high" chosen items as things that ANY of these community Organizations can do.

Audrey: As I look across ALL of our talleys, I see a definite skewness toward JL and 4-H - with relatively fewer "votes" cast for JA, NMI, and AFL/CIO.

Bob: The extreme "lows" (those checked by 3 or fewer or these 9 LEA participants) ACROSS ALL 5 COMMUNITY ORGANIZATIONS include:

No. 4 - Providing opportunities for junior/senior high school students to explore careers through visits in the occupation society
No. 5 - Providing opportunities for unpaid work experience
No. 6 - Providing opportunities for paid work experience
No. 45 - Opening up B/L/I settings on weekends for planned field trips of families
No. 53 - Serving as resource consultants for SEAs/LEAs in devising criteria for evaluating career ed that will have meaning for various segments of the general society

NOTE: With the exception of No. 53, all the others in this list of "lows" are things that specific business owners can do BUT not any kind of community organization

Betty: Why are we so high in our rating of Item 21?

Sandy: Because each can contribute something to our career resource center.

Dick: We're in conflict here in that we say, in Item 51, we want the community organizations on our "advisory councils" BUT, in terms of Item 53, we didn't agree strongly that we want them involved in evaluation - it's almost like we're saying we want them involved periphally but NOT when it comes to making real decisions - there's something wrong with our thinking here.

Audrey: I think what we've done is identify those things we believe each community organization could do that we feel comfortable having them do. That's what these talleys mean to me.

Sandy: AGREE

Dick: AGREE but I'm frightened to see us thinking this way.

Betty: If we're going to make it with these community organizations, we have to let them participate in the evaluation of career ed

Dick: Our tallys almost say something like "we're willing to let these community organizations into the schools, BUT we don't want to let them participate in making any kinds of educational decisions.

Sandy: The reasons why Items 4-6 are rated low is that THESE organizations aren't the best ones to perform these functions - not that the functions themselves are, in any way, unimportant.

Audrey: DISAGREE. I think it's not just the 5 organizations we've been asked to study. I suspect the other LEA miniconferences will come up with a similar pattern.

Bob: Item 55 concerns me - If the academic and athletic programs are ways of getting substantial "rewards" for students, we ought also to recognize kids who acquire career ed skills

Betty: DISAGREE. Every kid should get career ed skills.

Mary: The Florida Career Development Association awards one student each year an award for the student who has done the most to contribute toward career development - this year, it went to a student who developed a special set of materials.

Junior Achievement

NOTE: Items where 7 or more of these 9 LEA participants felt JA could play a primary career ed role include:

Item 1 - Serving as resource persons in classrooms to help students better understand careers - and relationships between careers and subject matter
Item 2 - Serving as career role models
Item 12 - Serving as resource persons to help students gain basic understandings and appreciation of the private enterprise system
Item 14 - Helping students gain basic information and experience in the career decision-making process
Item 18 - Helping to identify and recruit resource persons from the B/L/I community for SEA/LEA career ed efforts
Item 21 - Providing a library of information about careers than can be used by students as reference material
Item 22 - Participating in inservice ed aimed at helping educators understand more about the occupational society
Item 29 - Helping educators gain a better understanding and appreciation of the JA as part of American society
Item 32 - Participating in inservice ed aimed at helping persons from B/L/I learn how to be better resource persons for career ed
Item 37 - Serving as speakers/resource persons at State and local meetings of prof. ed. associations
Item 38 - Organizing and conducting some form of campaign aimed at increasing general public awareness and understanding of career ed
Item 39 - Gaining community support for career ed
Item 40 - Gaining school board/administrative support for career ed

Item 41 - Gaining legislative support at the State/Federal levels
Item 46 - Consulting with respect to ways of identifying resource persons from B/L/I for career ed
Item 51 - Serving as members on a COMMUNITY CAREER ED COUNCIL

Dick: It's interesting we didn't all check them for Items 4 and 5 - two things that JA does extremely well.

Audrey: Perhaps it's because JA is simulated work experience.

Bob: At the very least, this information may be useful to JA in terms of helping them better understand why some shcools are still resisting letting them in.

Audrey: I think that, when we agree Item 11 is important for JA, we should have also said that Item 12 is - but we didn't.

Betty: DISAGREE. The people from JA I've seen don't talk about organized labor.

Dick: AGREE with Betty.

Betty: The kinds of people I know in JA are real community leaders. They could do the "public understanding and support for career ed" role very well IF we will help them get into schools so that they can see more of what we're trying to do in career ed.

Alton: In Mobile, JA approached our school system with a pitch that OCE supports JA we bought into it, eventually, when we saw that we couldn't possibly duplicate the materials and experiences they offer to provide for our students.

Junior League

Items picked by 7 or more of the 9 LEA participants as activities in which JL could paly a PRIMARY role in career education include Items: 8, 1, 9, 13, 14, 15, 16, 18, 20, 21, 22, 25, 27, 28, 29, 30, 31, 32, 36, 37, 38, 39, 40, 41, 42, 43, 46, 48, 49, 50, 51, 52, 57, 60, 63.

Items NOT PICKED for JL include (voted by 0-3 persons): 2, 3, 4, 5, 6, 7, 17, 19, 23, 24, 33, 34, 35, 45, 47, 53, 54, 55, 56, 58, 59, 61, 62, 64.

Rhonnie Newton's UNOFFICIAL "vote" as a JL member picked "PRIMARY" roles for JL as including Items: 8, 15, 16, 20, 26, 28, 30, 42, 51, 60, 64.

Items 8 and 15 - what LOOK logically to be JL's top priorities were both picked by these LEA miniconference participants & by Rhonnie.

Herman: I don't understand why ALL of us didn't pick Item 26 for JL - teaching career decisionmaking is one of the things JL does best. Only 7 out of the 9 LEA career ed coordinators in this miniconference picked this as a "primary" role for JL - should have been 9 of 9.

4-H

Items which these LEA career ed coordinators didn't "pick" (by 8 or more voting for it) with reference to 4-H include Items: 3, 4, 5, 6, 7, 8, 10, 11, 17, 19, 23, 24, 27, 32, 33, 34, 35, 41, 44, 45, 47, 53, 55, 56, 57, 58, 59, 60, 61, 62, 64.

NOTE: A total of 33 items

Items that 4-H didn't "key" as PRIORITY items for themselves are: 6, 7, 23, 38, 40, 41, 61.

NOTE: A total of 7 items

Betty: Obviously, we didn't see 4-H in as positive light as 4-H does in terms of what they can do in career ed.

Martha: Maybe what we have here is the difference between a NATIONAL VOICE and what happens at the LOCAL COMMUNITY LEVEL - that is, our responses should, ideally, be compared with those of the 4-H Youth Agents in the communities from which we come. If this were done, I suspect they might not even see as big a role for 4-H in career ed as we do.

NIWL

Items picked by 7 or more of the 9 LEA participants as activities in which Work/Education Councils could play a PRIMARY role in career ed are: 1, 14, 22, 37, 38, 46, 51, 63.

Items picked by 3 or fewer of these LEA career ed coordinators for a PRIMARY role to be played by Work/Education Councils include: 4, 6, 7, 8, 10, 16, 26, 28, 30, 31, 33, 42, 52, 62.

Sandy: The reason we have so many more "lows" than "highs" is that most of us don't have Work/Education Councils in our States or, if we do, we haven't heard about them.

Herman: This is a good organization and we should support it.

Audrey: NIWL and NAIEC are both competing for the same people in career ed, we can use help from both of them. We should try to be careful that we don't set the "competition" up for these two to fight each other if that happens, we all lose.

Audrey: CETA should have been one of the community organizations.

AFL-CIO

Items on which 8 or all of the 9 LEA career ed coordinators who were participants in this miniconference felt AFL-CIO could play a PRIMARY role in their career ed implementation efforts include:

Item 1 - Serving as resource persons in classrooms to help students better understand careers and relationships between careers and subject matter being studied

Item 2 - Serving as career role models

Item 9 - Serving as resource persons to help students learn how to seek, get, and keep a job

Item 11 - Serving as resource persons to help students gain basic understandings regarding organized labor

Item 12 - Serving as resource persons to help students gain basic understandings & appreciation of the private enterprise system

Item 13 - Helping students gain basic information useful in overcomeing bias and stereotyping

Item 18 - Helping to identify & recruit resource persons from the b/l/i community for SEA/LEA career ed efforts

Item 21 - Providing a library of information about careers that can be used by students as reference material

Item 22 - Participating in inservice ed aimed at helping educators understand more about the occupational society

Item 23 - Helping educators gain basic information regarding organized labor as part of our society

Item 37 - Serving as speakers/resource persons at State and local meetings of various professional ed. associations

Item 38 - Organizing and conduction some form of campaign aimed at increasing general public awareness and understanding of career ed

Item 39 - Gaining community support for career ed through direct appearances as career ed advocates

Item 41 - Gaining legislative support at the State/Federal levels for career ed

Item 44 - Providing parents, who are employed workers, with opportunities to serve as career ed resource persons in classrooms where their children are students

Item 46 - Consulting with respect to ways of identifying resource persons from the b/l/i community for career ed

Item 50 - Helping to establish some form of Career Ed Action Council

Item 51 - Serving as members on a COMM. CAREER ED ACTION COUNCIL

Item 63 - Organizing and participating in community "career fairs" for youth and adults in a community

Items on which 3 or fewer of these 9 LEA career ed coordinators saw a PRIMARY role for organized labor in implementing career ed include:

Item 16 - Helping students gain basic understanding & appreciation of volunteerism as an important part of American society

Item 26 - Helping educators learn basic information with respect to the career decisionmaking process

Item 28 - Helping educators gain basic information regarding ways in which persons can make wise use of leisure time

Item 31 - Participating in inservice ed aimed at helping teachers learn more about how to effectively use volunteers in the classroom

Item 34 - Participating in inservice ed aimed at helping parents learn how they can provide more effective career ed for their children

Item 35 - Providing educators with opportunities for work experience (paid and/or unpaid) in the occupational society outside of education aimed at increasing their understanding and appreciation of the occupational society

Compilation of Votes by LEA Career Education Coordinators on Each Matrix Item for Each Organization

Items on Matrix	Name of Organization				
	AFL-CIO	NIWL (NMI)	Jr. L.	4-H	Jr. Ach.
1	8	9	9	9	9
2	9	7	7	9	8
3	3	5	5	4	2
4	3	1	2	5	1
5	3	3	0	2	2
6	3	2	0	0	0
7	3	1	0	0	0
8	3	1	8	7	7
9	8	6	8	9	7
10	5	2	4	5	3
11	9	6	4	2	7
12	8	6	5	8	9
13	8	7	9	9	6
14	7	8	9	9	8
15	6	5	8	9	2
16	0	0	9	8	3
17	5	6	5	6	6
18	9	6	9	9	9
19	6	6	6	4	4
20	6	6	8	8	7
21	8	7	8	8	9
22	8	9	9	8	9
23	9	5	0	0	2
24	7	6	2	7	6
25	7	4	7	8	6
26	0	2	7	8	5
27	7	6	8	7	2
28	2	0	9	9	4
29	5	4	9	9	8
30	3	2	9	9	6
31	2	0	9	8	5
32	6	5	9	7	8

Compilation of Votes by LEA Career Education Coordinators on Each Matrix Item for Each Organization

Items on Matrix	Name of Organization				
	AFL-CIO	NIWL (NMI)	Jr. L.	4-H	Jr. Ach.
33	0	1	6	7	3
34	2	4	2	2	3
35	2	3	1	2	1
36	2	1	8	8	6
37	8	8	9	9	8
38	8	9	9	9	9
39	8	6	9	9	8
40	7	6	9	8	8
41	8	5	9	6	8
42	3	2	9	9	5
43	4	5	9	9	7
44	8	3	6	6	6
45	3	3	0	1	3
46	8	8	9	9	9
47	5	5	6	5	7
48	4	5	8	9	6
49	3	5	8	8	7
50	9	8	9	8	7
51	9	9	9	9	8
52	2	1	9	8	7
53	5	5	6	6	4
54	4	3	2	2	2
55	5	6	7	5	4
56	3	4	5	4	4
57	5	5	8	7	6
58	2	4	4	2	3
59	5	5	4	7	5
60	6	6	8	7	6
61	5	6	4	4	4
62	4	2	8	5	5
63	8	8	8	9	7
64	7	6	5	5	4
56-A	3	4	4	4	3

Miniconference #164

LEA CAREER ED COORDINATOR RESOURCE BOARD FOR "MASTER PLANS" - PART II

July 17-18, 1980

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Participants Comments on Master Plans

Chamber of Commerce of the U.S.

Sara: This Master Plan indiciates that the Chamber of Commerce prefers that the Board of Education come to them with a policy of support for career ed - we did it in the opposite way. That is, by getting community groups (including the Chamber) to go to our Superintendent and Board of Education. The way the "Master Plan" suggests isn't the way we have actually done it. When we went to the Chamber, they gave us a list of their members as key names we could call when we needed resource persons. It was just that simple.

Madeleine: With my "non-education" background, I don't know exactly what this "Master Plan" ought to say. My Chamber contacts, around the country, tell me that there's lots going on right now in terms of Chamber involvement in career ed. I thought it would be helpful to create a document that would take away a few of the "unknowns". I don't want the "Master Plan" to leave an impression that the initiative MUST come form the Superintendent. We don't want to discourage any educator from approaching the Chamber.

Dave: How would educators at the local level get this Chamber "Master Plan"? Does the Chamber have a National magazine that could print some examples of outstanding practices regarding involvement of local Chambers with local career ed efforts?

Madeleine: We do have a National magazine and would like to feature good Chamber/career ed practices but it isn't easy to get space in the Chamber's National magazine. Further, since there's no formal reporting system from local Chambers to our National Chamber headquarters, we have no automatic way of collecting such good examples of local practice.

Bernie: My concern - a general one applying to all of these "Master Plans" is that, in a small rural community like ours, everything is informal. When we say, in these Master Plans, that the Chamber should take on "x" function and Rotary should take on "y" function, you are often in small rural areas such as ours - talking about the very same people who are members of both organizations. We shouldn't try to create any kind of artificial competition at the community level.

Thera: I think some super good work has been done with this "Master Plan" BUT, if we're going to get grass roots support and the greatest mileage out of each community group, we have to start from the top administrative levels so that, in the long run, there is some ORGANIZAED WAY of getting community involvement. Our teachers need to know where to go when they have a need for community involvement.

Bernie: Our primary contact with our local Chamber of Commerce has been a project to put out a booklet describing Cashmere as a good place in which to live and in which to bring new businesses.

Homer: Nothing changes in the classroom because of State/National policies. I'm a member of our local Chamber - what the Chamber does, in any given year, depends largely on its President for that year.

The thing I'd like to see this "Master Plan" call for is an attempt to involve the Chamber in an effort to tie career ed with economic ed.

There is no way that the SCEC is going to be able to do all the things that this "Master Plan" calls for him/her to do.

Homer: Let me give you an example of training in career ed that really worked. We had a 7 day career ed workshop for teachers in Fresno. A NAB guy came in for the 1st day but stayed all 7 days. He then made contacts with 168 business organizations in the community who, individually and collectively, pushed the school administrators to engage in career ed. The principle here is that the Chamber of Commerce ought to be active participants in career ed inservice education efforts for educators. The "Master Plan" should call for this but it doesn't.

Madeleine: I think both State and local Chamber persons would like to be asked to become involved in career ed inservice efforts.

Madeleine: I'm worried that the Chamber might be out of line if it pushe very hard for a merger of career ed with economic ed.

CONSENSUS: No reason to be concerned about this. It's welcome.

Mary: Who was this "Master Plan" written for? Is it intended for the schools or for the Chambers of Commerce? LEAs would benefit from more specifics.

Doug: If its too encompassing, its going to be so big we won't have anyone using it. As I've looked at this "Master Plan", it's intended audiences are:

- SCECs; and
- as a set of guidelines to LEAs so that they will know what the organization is all about and some of the good things already going on in terms of ways in which some LEAs are already relating with the Chamber.

I see the "Master Plan" as a "THOUGHT GENERATION DOCUMENT" that will lead to local "Action Plans".

Bernie: The "Master Plans" may be O.K. at the State level but the 64 item chart will be more helpful to us at the local level.

Madeleine: DISAGREE. LEAs will need the MPs as a backup before your're in a good position to fill out the 64 item chart.

Jim: AGREE WITH MADELEINE. When I read the MP for ORT, for example, it made me really want to work with them.

Madeleine: There's a "tone" problem with this "Master Plan" I don't like the introductory paragraph. We really need to emphasize that local schools should work with the local Chambers. At the State level, the State Chamber of Commerce is primarily concerned with State legislation.

The problem with Chambers of Commerce is not how to get them "committed" to career ed. They are committed rather, the problem is how to get them involved in delivering career ed in the community.

Mary: When I read the miniconferences notes for the Chamber, I was excited, and the wheels really started to turn with all kinds of ideas for collabboration. Then I got to the "Master Plan" and was turned off. The Chamber was somehow made to appear haughty and distant, and I know from working with them at the local and state levels this isn't so. . .they WANT to work with us.

Bernie: AGREE. It went from a very "warm" to very "cold" document.

Bernie: Maybe it's impossible to put out one document that will appeal equally to SCECs, LEAs, and Chambers of Commerce.

Doug: This MP is intended primarily for SCECs.

Bernie: It ought to be written in sections that specify:

- what the SCEC can do
- what the LEA can do; and
- what the Chamber of Commerce can do.

Dave: As an LEA, I'm scared of Page 4 where it suggests "CONTACT THE STATE CHAMBER OF COMMERCE". No local career ed person is apt to do this.

Dale: Getting community persons into classrooms is scary for both the resource person and for the teacher. This is where we're breaking down AND THIS MASTER PLAN IGNORES THIS CRUCIAL PROBLEM.

Sara: What would be useful to LEAs would be, in each "Master Plan", to include:

- a description of the organization
- an indication of the organziation's National commitment to career ed; and
- names of local contact persons.

If I had that along with the 64 item chart, I could make this whole thing work.

Dale: The Chamber can do some things very well but we need to recognize their limitations too - for example, are we getting a true cross section of the business/industry community or is the Chamber membership biased toward the larger businesses?

Madeleine: There is a strong small business representation among typically Chamber members in local communities.

Mary: In our state less than 10% have over 500 employees and MANY, possibly half, have less than ten.

Jim: As these "Master Plan" go out, there needs to be included some concrete suggestions with respect to how, at the LEA level, we are supposed to coordinate all these fine community resources.

Madeleine: There's a difference in terms of talking about the Chamber of Commerce as:

- an organization; or
- as a means of access to its individual members.

This should be reflected in the MP.

Thera: The individual Chamber of Commerce member needs to have a good relationhsip with some individual student - its a "person to person" thing that really works.

Madeleine: This is especially true for small businesses. They would very much like to have these kinds of close relationships with youth.

Thera: My big concern is - ARE WE, AS LEAs, GOING TO GET LOST IN THE SHUFFLE BETWEEN SCECs TALKING TO STATE CHAMBERS OF COMMERCE - i.e., how is this "Master Plan" going to affect me as an LEA career ed coordinator? A local school district is much more dependent on their own local Chamber than the SCEC is on the State Chamber.

Sara: DISAGREE. I think someone at the SEA level needs to have the perspective this Master Plan provides.

Doug: There's a need, in ALL of these "Master Plans", for LEAs to say to their SCECs what they need in order to make contacts with each community organization. I wouldn't send this Master Plan out to LEAs in my State instead, I'd call them in to a State meeting where we can identify the specific kinds of help our LEAs need. Let's make an assumption that this Master Plan was developed for use primarily by SCECs and State Chambers of Commerce.

Homer: As I looked at this "Master Plan", I thought to myself that the SCEC should facilitate people coming together from LEAs who are exemplary of successful practices in relating with their local Chambers. If we could get the model LEAs and the model Chambers of Commerce together, it would help a lot of other LEAs.

Madeleine: The State Chamber of Commerce can be helpful in identifying local Chambers who are doing good things in career ed.

Dale: Somewhere not in this "Master Plan" we need to take into account how a specific teacher deals with a specific Chamber rep provisions MUST be made for this step if you really expect this plan to be truly implemented.

Sara: The statements that describe the Chamber of Commerce ought to be made available to all LEAs its very helpful.

Thera: There is going to be a real need sometime about 6 months from now to share examples from across the Country of where the Chamber of Commerce/ career ed links have been made successfully.

Madeleine: A Statewide meeting involving:

- the SCEC
- the State Chamber; and
- key LEAs won't be very helpful unless the local Chambers from those same communities as the LEAs are also invited to that conference.

Dave: One of my problems is paper. If I get 16 "Master Plans", it will cause me problems. I need all 16 "Master Plans" coming to me in one single publication.

Madeleine: What if our "Master Plan" simply said what the Chamber of Commerce is, its expressed interest in career ed, and a message urging LEAs to work with their local Chambers? That is, would it be OK if all the specific suggestions of ways of working together were eliminated from the "Master Plan"? The general topic of "HOW TO WORK WITH COMMUNITY ORGANIZATIONS" is essentially the same for all community organizations and could well be put in a single document.

Sara: I think the statement on Page 3 on "WHAT IS THE CHAMBER'S INTEREST IN CAREER EDUCATION" is very helpful.

NATIONAL ASSOCIATION FOR INDUSTRY/EDUCATION COOPERATION (NAIEC)

Thera: Look at "D" on Page 2, there would have to be very close communication if this were to work.

Mary: Is it true that NAIEC has only 750 members? If so, how do they propose to "save the world"?

Doug: The key point to emphasize is the importance of letting people know that NAIEC exists. NAIEC is a critical point now in terms of attempting to expand their membership. If they succeed in this effort, we well definitely want to hook up with them Nationwide.

Bernie: In the "Addendum" to this "Master Plan", it says that NAIEC is the "PRINCIPLE ORGANIZATION" that isn't true. The Addendum should be clearly identified as an NAIEC statement not as something produced or approved by the SCECs.

Homer: IECs have to depend on the Education system if they are to continue to exist. Sometimes, they try to superimpose things on school districts in the name of "career ed" and some of those things get in our way of really delivering effective career ed. The generic problem is that too many IEC projects are "add ons" for the school district they don't fit neatly into the INFUSION emphasis of career ed.

Bernie: The introductory paragraph on Page 1 of this "Master Plan" makes it sound like the SCECs have made a decision to use the NAIEC framework - it should be changed so as to make clear that this isn't true.

Sarah: How did NAIEC become so knowledgeable? I feel guilty that I have never heard of this organization.

Thera: Point 2-D on Page 2 bothers me because I think the school district NOT an IEC needs to take the leadership. Unless we as school districts do something to coordinate community resources, some group such as NAIEC is going to come along and do it for us. That would be a tragic mistake if we let that happen.

Mary: AGREE. And there are also the fiscal implications. As I read the plan, the NAIEC would have to be paid by LEAs to offer the services and, good as those services might be, I think LEAs would want to utilize local educators who will stay there and make things work than pay for a big flash. Back in the conservative Midwest I am sure they would feel that way.

Doug: The NAIEC reps at our NAIEC miniconference are the kinds of people who really could help us in career ed. I have an impression that, while NAIEC is not "the" answer, it can definitely help career ed.

Homer: In California, the California IEC has some very powerful people and organizations as members. It operates effectively at the POLICY LEVEL but not as something that helps the individual classroom teacher. In recent years, the CIEC has veen a valuable resource for contacting and recruiting community persons to work with schools BUT they're not active in terms of helping schools know how to use these resources once they've been identified and signed up. The California IEC problem is that they seem to want to control the community resources the schools need. We need to say to them "THIS IS WHAT WE THE LEAs ARE TRYING TO DO IN CAREER ED - WHO CAN YOU HELP US?" instead, the IEC statements, in coming to LEAs, seems more often to be stated as "YOU - THE EDUCATORS - SHOULD HELP US CARRY OUT THIS NEAT IDEA THAT WE THE CALIFORNIA IEC HAS DREAMED UP". We need a turnaround here.

Dave: In Arizona, the ABIEC works primarily only with schools in Maricopa County (Greater Phoenix area). They don't work in rural Arizona where I am. The ABIEC has been helpful in getting State funding for career ed and in helping to put on our State Career Ed Conferences. I feel good about them, but they don't deal with my school districts.

Sara: This discussion is becoming scary to me how are we, as LEAs, to know which organizations we should link with?

Thera: Its a question of whether we are thinking of NAIEC as an "advisory group" or as a "policy group". I think we should think of it as an "advisory group" only. I think I, as a local career ed person, could profit from joining NAIEC and getting their leterature, but that doesn't make them "our answer".

Bernie: NAIEC is too busy picturing itself as "THE answer to career ed's problems" and its not. If NAIEC is seen as only one among many resources needed by LEA career ed coordinators, it would be picturing NAIEC in a much more apporpriate manner.

Dave: Page 1, Part B-5 sounds like, while everyone can join with NAIEC, the organization itself plans to operate independent of any of them - its awkward the way its worded.

Thera: That statement would be better if it said "NAIEC might open the door to some organizations" that's a more correct statement.

Dave: Page 2 - Point E, I question whether the SCEC should serve as the State IEC Coordinator.

Thera: In our State, we have a State Advisory Council For Career Ed - it would get in our way to have a separate State IED.

ROTARY INTERNATIONAL

Bernie: Look at the first sentence - who are the "4 primary players" of Rotary? I think it should say the 4 areas of service in Rotary. Other than that, I think this is a very good plan.

Dave: I like, on Page 4, the step-by-step plan for implementation.

Thera: Page 3 - paragraph beginning "ANOTHER KEY POINT" - I don't agree that, once a local Rotary club has been sold, the career ed effort will succeed. The truth is, a continuing effort will be needed.

Bernie: Page 3 - Step 1 - "1980" should be changed to "any given year."

Homer: Page 3 - Step 3 - I don't see our local superintendent "selling" the Rotary District Governor on career ed - it would be better if the statement suggests the Superintendent "initiate" the contacts with Rotary.

Sarah: Sarah - Page 3 - Step 3 - "How?" - here, it would be better to say "suggested" rather than "outlined."

Dave: Step 6 - Page 4 - should say a speaker's bureau "WILL BE ESTABLISHED" - not that we have a speaker's bureau.

Mary: On Page 12 of the miniconference notes for Rotary, some good specifics are given. That infomation isn't in the "Master Plan" - it should be included.

Bernie: This "Master Plan" is very dated - should Charlie Bradshaw be mentioned by name?

Dale: Page 4 - No. 9 - leaves the initiative entirely up to Rotary. That's wrong - the initiative shouldn't be all one way.

Thera: Page 6 - Problem 5 - the "idea" is inadequate - a better idea would be to devise some way of getting them actually into the school system. Our Superintendent is in Rotary. We had a State Rotary Conference in our town at the same time as our State Career Ed Conference - and were wble to use Rotarinas as judges for our student career ed projects. Rotarians are more influential in our school system than is the Chamber of Commerce. They're extremely supportive of career ed - and a highly professional group of people.

Mary: Our Rotarians are, by and large, also members of the Chamber of Commerce. They work together.

Bernie: In our area, the Rotarians tend to be grandparents but, at the same time, are *super* supportive of our career ed efforts.

Thera: Page 5 - Problem 3 - It's very important that we help Rotarians understand the *true* meaning of career ed. Many haven't understood it fully yet. If they understand what we're trying to do, they're ALL going to support us. *We need to establish, with Rotary International, a joint definition of career ed - that would help greatly*.

Jim: If a Rotary District Governor were to make a commitment to career ed, it would reach a lot of school districts - some of whom probably have nothing going in career ed. This could create a problem.

Homer: Most of our K-12 school districts could handle this, but some of our K-8 school districts might have problems.

Bernie: If a Rotary Club called a school district and expressed interest in career ed, it *would* influence the school district to begin a career ed effort if they hadn't done so before. I think having a District Rotary Governor doing this could be very helpful to career ed.

Bernie: Page 6 - Problem 6 - Suggestion 4 - "START SLOW" - that's too short - the statement needs to be expanded some.

Bernie: Page 8 - Idea 4 - Don't say "APPEAL TO THE EGO" - instead say "APPEAL TO THE INTEREST."

WOMEN'S AMERICAN ORT

Jim: I'm very favorably impressed by ORT's goal of making sure that ALL students succeed if our democracy is to survive. This is something *all* educators should support. ORT has motivated me - by this Master Plan - to try to reach the "hard to reach" students.

Doug: Another great thing about WAO is that they are willing to use their expertise - such as their skill in PR and media - to help us in career ed.

Thera: If WAOs goals are, for example, including such things as reducing the dropout rate, we should acknowledge the worthiness of that ORT goal - and lend our support to *their* efforts.

Bernie: I thoroughly enjoyed this "Master Plan" - I have only strong support for it - no objections whatsoever.

Sarah: I like the *honesty* of this "Master Plan" - for examply, on Page 2, WAO is *very* willing to say exactly "where they're coming from."

Doug: WAO is an organization truly concerned about kids AND about public education. Their "BILL OF RIGHTS" is an excellent career ed statement.

Dave: When I was teaching something about Isreal/Arab problems, I wrote to both Jewish and Arab organizations. The Jewish group sent me a beautiful color film (with Loran Greene) - but the Arab group sent me only a poor quality black and whit film with works hard to understand. It converted my students somewhat - and convinced them regarding the Jewish cause.

Homer: I like the ORT action examples in the back of this "Master Plan." It would be much better if ALL the other "Master Plans" had examples like this - ORT has been really helpful in giving us these fine examples.

Bernie: In the list of States included in the 10 WAO Regions, I can find neither the State of Oregon or the State of Washington. I'm sure WAO exists somewhere in both States. This should be corrected.

NATIONAL CENTER FOR SERVICE-LEARNING

Dave: This "Master Plan" has me really excited about the concept of "service-learning."

Bernie: How is the Synergist magazine funded? It's an excellent magazine - I read every issue and gain from having done so.

Dave: Page 9 of the miniconference notes for NCS-L - Is the "minimum wage" a real problem to either SL or to CE?

Thera: We had a clarification in our State that says IF the work is instructional in its purpose - as opposed to being productive for the employer - then it's OK if it's unpaid.

Doug: NCS-L doesn't object to the kid being paid - IF that's what's needed to keep him/her from dropping out of school. The only thing S-L insists on is that service be provided.

Homer: In California, the term "Service-Learning" isn't used in many places, but we do put many kids out in situations where what happens IS really "service-learning". It takes a lot of teacher time in order to do this kind of program right. We have to watch that a "Service-Learning" emphasis doesn't indicate to schools that, by doing so, they could reduce the total number of teachers a school district needs (because so many kids are out of classrooms doing their S-L).

Dale: AGREE. It would scare some of our teaching faculty some of them want nothing to do with ANY form of alternative education.

Bernie: AGREE. We have some teachers who are scared of the community. We've finally adopted a "SO WHAT?" attitude toward those teachers. Our job IS to improve Education and career ed is a very good way of doing so so we just keep going.

Dale: We've had some of our "liberal arts type" teachers meeting to combat the Service-Learning emphasis (because, of course, they see it as something that will take kids out of their classes and so run the risk of costing some of them their jobs). We are going to have to do something to combat this. Service-learning IS important and needed.

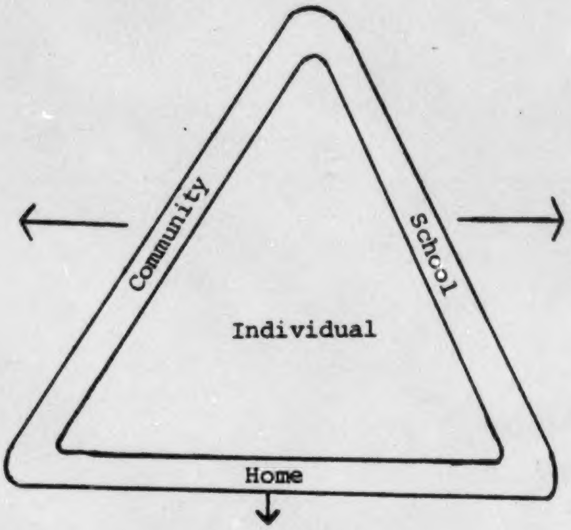
Thera: The chart which is a part of this "Master Plan" looks artificial to me - the kid is, to be sure, in the middle (where he belongs) BUT the "experiential process" is way on the outside - that's wrong. I'm going to re-do that chart tonight and will bring it in tommorrow A.M. to discuss.

Sarah: "Service-learning" sounds to me like all the good things we've been trying to do in the name of "career ed". I still don't see how it can be organized for large numbers of students in a single school and have this MUCH activity.

Bernie: This aspect of SERVICE as unpaid work is the most neglected part of career ed. We really should link with "S-L types" wherever and whenever we can.

Thera's revision of the NCSL Chart

Team Responsibility for Individuals (TRI)



Experiential Activities

1. Career Exploration
2. Coor. Education
3. Volunteer Service
4. Work Study

Experiential Activities

1. Skill Building
2. Peer Activities
3. Tutoring (give & receive)
4. Group Guidance (decesion-making)

Experiential Activities

1. Conferencing with parents & students
2. Support school activities

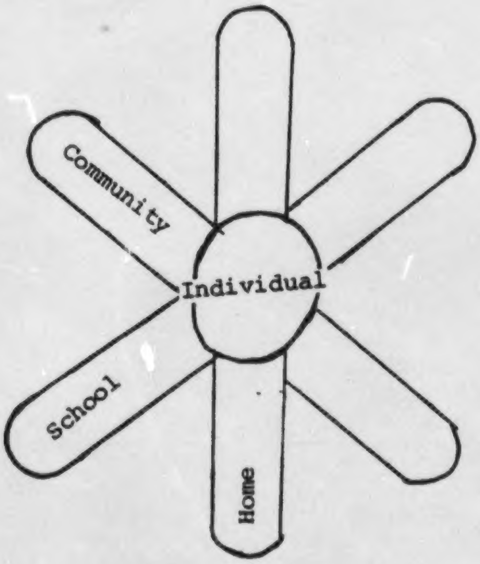
Service-Learning through Experiential Education
(Total Education of the Individual

Mary: We could call it "TREI" - "Teaming the Responsibility of Education For The Individual".

Doug: I would suggest we diagram it in overlapping fashion so that it is clear that all 3 elements:

- home
- school; and
- community

overlap in their effects on the individual. If we did, our diagram might look something like this:



General Discussion of Participants "check marks" made for the 5 community organization with respect to the 64 Item Chart

Most appealing items across the board (either 6 or 7 participants out of the 7 raters checked it)

NONE - that go across all 5 organizations

Homer: This ins't surprising. These 5 organizations are very different in their purposes and goals.

Lest appealing items (2 or fewer of the 7 eligible raters voted for it) across the 5 organizations

Item 8 - Conducting career ed courses/units in classrooms that meet regulary for a period of several weeks

Item 11 - Serving as resource persons to help gain basic understandings of organized labor

Item 23 - Helping educators gain basic infromation regarding organized labor

Item 36 - Participating, with educators, in inservice ed aimed at helping teachers develop methods & approaches appropriate for use in infusing career ed into classrooms

Item 53 - Serving as resource consultants for SEAs/LEAs in devising criteria for evaluating career ed that will have meaning for various segments of the general society

Item 64 - Serving as resource persons for and providers of career ed to out-of-school youth and adults who are not and/or cannot be reached through career ed efforts of the LEA

Dale: The total number of "picks" that we 7 participants made for each community organization is:

- NAIEC - 97
- C. of C. - 285
- ORT - 224
- Rotary - 262
- NCSL - 118

Dale: The number of items on the 64 item check list picked either 6 or all 7 of the participants for each community organization is:

- NAIEC - Zero
- C. of C. - 28
- ORT - 5
- Rotary - 22
- NCSL - 3

Dale: I've tallied each item acro-s thr 5 community organizations to see which items get the most and the fewest "picks" by the seven participants in this miniconference. The results are:

Top "picks" (20 or more "picks)

Item - 29
39
41
46
50
18

Low "picks" (fewer than 10 "picks" across all 5 organizations)

Item - 8
11
23
26
27
33

Item - 36
42
58
64

National Association for Industry-Education Cooperation

Items with either 6 or 7 of the participants "picking"

- None

Items where 2 or fewer of the 7 participants "picked"

1
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TOTAL: 50 of the 64 items

Items "picked" by NAIEC as their "KEY"

62 of the 64 items "picked" as a primary role for NAIEC

Only items not picked by NAIEC were:

Item 45 - Opening up business/labor/industry settings on weekends for planned field trips of families who want to learn more about the occupational society

Item 61 - Providing financial support for LEA career ed efforts

Items "picked" by 3-5 of the 7 participants for which NAIEC was judged to be able to play a primary role:

Item 3 - Providing opportunities in b/l/i settings for elementary school students to observe occupations & visit with workers

Item 4 - Providing opportunities in b/l/i settings for jr/sr high students to explore possible careers through visits to various places & talking with workers in various occupation

Item 18 - Helping to identify and recruit resource persons from the b/l/i community for SEA/LEA career ed efforts (5 picks)

Item 20 - Providing SEAs/LEAs with career ed materials that teachers and counselors can use in delivering career ed to students

Item 34 - Providing educators with opportunitites for field trips into the b/l/i community aimed at helping them acquire increased understandings of careers and the occupational society

Item 37 - Serving as speakers/resource persons at State & local meetings of various professional education associations

Item 38 - Organizing & conducting some form of campaign aimed at increasing general public awareness & understanding of career ed

Item 39 - Gaining community support for career ed through direct appearances as career ed advocates

Item 41 - Gaining legislative support at the State/Federal levels for career ed

Item 46 - (5 picks) Consulting with respect to ways of identifying resource persons from the b/l/i community for career ed

Item 47 - Consulting with respect to establishing systems for cateloging and contacting resource persons from the b/l/i

Item 50 - Helping to establish some form of COMMUNITY CAREER ED ACTION COUNCIL

Item 59 - Providing SEAs/LEAs with information relative to desirable educational experience needed for participation in various careers

Discussion of "picks" made by participants and those of NAIEC

Bernie: My negativism influenced my voting

Thera: We're talking, as I understand it, about NAIEC as an organziation that wants money to do what we're already doing by ourselves.

Mary: I see lots of community volunteers willing to do for free what NAIEC wants to be paid to do.

Homer: If I had been checking in terms of our local IEC, I'd have checked a lot more items. As a National organization, I have checked a lot more items. As a National organization, I don't think NAIEC deserved any more "picks" than it received.

Doug: It bothers me if any organizations indicates they can play a PRIMARY role in almost everything in career ed.

Homer: Maybe NAIEC was thinking about local IECs, if so, at that level, perhaps they can do all of these things.

Bernie: I think NAIEC could do all of these things if we were willing and able to pay them for doing so BUT WE CAN'T!

Thera: School districts CAN'T abandon their responsibility for policymaking in career ed - NAIEC could appropriately serve in an ADVISORY but not in a POLICYMAKING role.

Chamber of Commerce of the United States

Items with either 6 or 7 of the 7 participants indicating that the Chamber should play a PRIMARY role

* Item 1 - Serving as resource persons in classrooms to help students better understand careers - and relationships between careers and subject matter being studied
* Item 2 - Serving as career role models for groups of students and/or for individual students interested in knowing more about a particular career
* Item 3 - Providing opportunities in b/l/i settings for elementary school students to observe various occupations and visit with various kinds of workers
* Item 4 - Providing opportunities in b/l/i settings for jr/sr high students to explore possible careers through visits to various places and talking with workers
* Item 5 - Providing opportunities in b/l/i settings for sr. high students to obtain unpaid work experience being performed primarily for purposes of career exploration
* Item 12 - Serving as resource persons to help students gain basic understandings and appreciation of the private enterprise system
* Item 18 - Helping to identify and recruit persons from the b/l/i community for SEA/LEA career ed efforts
* Item 19 - Helping to establish and operate community career ed resource banks containing names/addresses/phone numbers and area of expertise for SEA/LEA career ed efforts
* Item 20 - Providing SEAs/LEAs with career ed materials that teachers and counselors can use in delivering career ed to students

Item 21 - Providing a library of information about careers that can be used by students as reference material

* Item 24 - Helping educators gain basic information leading to an increased understanding and appreciation of the private enterprise system
* Item 29 - Helping educators gain a better understanding and appreciation of the Chamber as a part of American society
* Item 32 - Participating in inservice ed aimed at helping persons from b/l/i learn how to be better resource persons for career ed
* Item 34 - Providing educators with opportunities for field trips into the b/l/i community aimed at helping them acquire increased understanding of careers and the occupational society
* Item 35 - Providing educators with opportunities for work experience (paid and/or unpaid) in the occupational society outside of the formal Education system
* Item 37 - Serving as speakers/resource persona st State and local meetings of professional educational associations
* Item 39 - Gaining community support for career ed through direct appearances as career ed advocates
* Item 40 - Gaining school board/administration support for career ed
* Item 41 - Gaining legislative support at the State/Federal levels for career ed
* Item 44 - Providing parents, who are employed workers, with opportunities to serve as career ed resource persons in classrooms where their children are students
* Item 45 - Opening up b/l/i settings on weekends for planned field trips of families who want to learn more about occupations
* Item 46 - Consulting with respect to ways of identifying resource persons from b/l/i for career ed

* Item 50 - Helping to establish a COMM. CAREER ED ACTION COUNCIL
* Item 51 - Serving as members on a COMM. CAREER ED ACTION COUNCIL
* Item 54 - Establishing and operating some kind of "reward/recognition" system for educators participating in career ed
* Item 55 - Establishing and operating some kind of "reward/recognition" system for youth participating in career ed activities
Item 56 - Devising and operating some kind of "reward/recognition" system for various kinds of prof. ed. associations who are making outstanding efforts to implement career ed
* Item 60 - Serving as resource persons for and providers of career ed to educators and students in private schools
* Item 61 - Providing financial support for LEA career ed efforts
* Item 63 - Organizing and participating in community "career fairs" for youth and adults in a community

NOTE: The (*) indicates the Chamber of Commerce "key" also included the item

Items with 2 or fewer of the 7 participants indicating they believe the Chamber should play a PRIMARY role

Items: 8, 11, 13, 15, 16, 23, 25, 27, 28, 30, 31, 33, 42, 43, 48, 53

Of these, the Chamber key indicated that the Chamber could play a primary role in Items: 8, 13, 25, 33, 42

Disagreements between participant "picks" and the Chamber's "key"

Items participants "picked" but Chamber didn't:

Item 21 - Providing a library of information about careers that can be used by students as reference material
Item 56 - Devising and operating some kind of "reward/recognition" system for various kinds of prof. ed. associations who are making outstanding efforts to implement career ed

Items participants didn't pick but Chamber did:

Item 33 - Participating in inservice ed aimed at helping parents learn how they can provide more effective career ed for their children
Item 42 - Conducting parent meetings aimed at increasing parental involvement in career ed
Item 48 - Working with SEAs/LEAs in developing new career ed materials for use in career ed implementation
Item 62 - Providing unpaid volunteers capable of and willing to serve as career ed staff persons at the SEA/LEA levels
Item 25 - Helping ed. get information on stereotyping

NOTE: This is a REMARKABLE HIGH level of agreement - considering there were 64 items involved.

Discussion on items where Chamber and participants disagreed

Item 21 - Thera: In Ogden, the Chamber is providing lots of good career ed material for our library.

Item 21 - Mary: In our area, the Chamber purchased film strips for us to use in telling kids about careers in areas where we have manpower shortages.
Item 25 - LEAs don't see the Chamber as having a primary role
Item 33 - Sarah: I can see the Chamber participating but I sure don't see it as one of their primary roles.
Item 42 - This is not a primary role for Chambers of Commerce
Item 48 - Dave: I think the Chamber "key" is right and we are wrong here.

Homer: AGREE with Dave.

Item 62 - Homer: To us educators, the word "staff" means a REGULARLY SCHEDULED person - not someone who comes in just once in awhile - maybe it means something different to Chambers.

Thera: If the Chmaber wants to do this, we would welcome it.

WOMEN'S AMERICAN ORT

Items with either 6 or 7 of the 7 participants indicating that WAO should play a PRIMARY role

* Item 13 - Helping students gain basic information useful in overcoming bias and stereotyping
Item 22 - Participating in inservice ed aimed at helping educators understand more about the occupational society and how they might infuse a "careers" emphasis into their professional activities
Item 28 - Helping educators gain basic information regarding ways in which persons can make wise use of leisure time - including volunteerism as unpaid work
* Item 38 - Organizing and conducting some form of campaign aimed at increasing general public awareness and understanding of career education
* Item 39 - Gaining community support for career ed through direct appearances as career ed advocates
* Item 40 - Gaining school board/administration support for career ed
* Item 41 - Gaining legislative support at the State/Federal levels for career ed
Item 43 - Devising, publishing, and distributing materials for parents containing suggestions of ways in which they may provide effective career ed for their children
Item 60 - Serving as resource persons for and providers of career ed to educators and students in private schools located in a given community

NOTE: The (*) indicates the item was also included in the WAO "key"

Items on which 2 or fewer of the 7 participants felt WAO had a PRIMARY role to play

* Item 1 - Serving as resource persons in classrooms to help students better understand careers - and relationships between careers and subject matter being studied

* Item 9 - Serving as resource persons to help students learn how to seek, find, get, and keep a job
* Item 10 - Taking students on field trips in the occ. society
* Item 14 - Helping students gain basic information and experience in the career decision-making process
* Item 15 - Helping students gain basic information regarding ways in which persons can make wise use of leisure time - including volunteerism done as unpaid work

Item 17 - Providing equipment and materials from the occ. society that can be used by educators in infusing career ed into classes
* Item 18 - Helping to identify and recruit resource persons from the b/l/i for SEA/LEA career ed efforts
* Item 19 - Establishing and operating community career ed resource banks containing names/addresses/telephone numbers and area of expertise for SEA/LEA career ed efforts

Item 20 - Providing SEAs/LEAs with career ed materials that teachers and counselors can use in delivering career ed to students
Item 21 - Providing a library of information about careers that can be used by students as reference material
Item 25 - Helping educators acquire basic information useful in overcoming bias and stereotyping
Item 27 - Direct help to educators in overcoming their biases and stereotyping attitudes with reference to race, sex, handicapping conditions, and age
* Item 29 - Helping educators gain a better understanding and appreciation of WAO as part of American society
* Item 30 - Helping educators gain a basic understanding and appreciation of the natrue and importance of volunteerism

Item 31 - Participating in inservice ed aimed at helping teachers learn more about how to effectively use volunteers in the classroom
* Item 32 - Participating in inservice ed aimed at helping persons from the b/l/i learn how to be better resource persons for career ed
* Item 33 - Participating in inservice ed aimed at helping persons learn how they can provide more effective career ed for their children

Item 36 - Participating, with educators, in inservice ed aimed at helping teachers develop methods and approaches appropriate for use in infusing career ed into classrooms
* Item 37 - Serving as speakers/resource persons at State and local meetings of various prof. educational associations
* Item 42 - Conducting parent meetings aimed at increasing parental understanding of career ed
* Item 44 - Providing parents, who are employed workers, with opportunities to serve as career ed resource persons in classrooms where their children are students
* Item 46 - Consulting with respect to ways of identifying resource persons from b/l/i for career ed

Item 47 - Consulting with respect to establishing systems for cataloging and contacting resource persons from b/l/i for SEA/LEA career ed efforts
Item 48 - Working with SEAs/LEAs in developing new career ed materials for use in career ed implementation
* Item 49 - Identifying community volunteers who are willing to help SEA/LEA career ed implementation efforts

* Item 50 - Helping to establish some form of COMMUNITY CAREER ED COUNCIL

* Item 51 - Serving as members on a COMMUNITY CAREER ED COUNCIL

* Item 52 - Serving as resource consultants on how best to involve parents in the delivery of career ed

Item 53 - Serving as resource consultants for SEAs/LEAs in devising criteria for evaluating career ed

* Item 54 - Establishing and operating some kind of "reward/recognition" system for educators participating in career ed

* Item 55 - Establishing and operating some kind of "reward/recognition" system for youth participating in career ed

* Item 56 - Devising and operating some kind of "reward/recognition" system for various kinds of professional ed associations who make outstanding efforts to impelment career ed

* Item 57 - Forming and/or participating in coalitions involving joint efforts of 2 or more community organizations who can contribute more to career ed if they work together

Item 58 - Participating in the collection and analysis of evaluation data aimed at assessing the worth of career ed

Item 59 - Providing SEAs/LEAs with information relative to desirable educational experiences needed for participation in various careers

Item 61 - Providing financial support for LEA career ed efforts

Item 62 - Providing unpaid volunteers capable of and willing to serve as career ed staff persons at SEA/LEA levels

* Item 63 - Organizing and participating in community "career fairs" for youth and adults in a community

NOTE: The (*) indicates the item was also included in the WAO "key"

The Women's American ORT "KEY" included the following items: 1, 2, 3, 4, 9, 10, 13, 14, 15, 16, 18, 19, 29, 30, 32, 33, 34, 37, 38, 39, 40, 41, 42, 44, 46, 49, 50, 51, 52, 54, 55, 56, 57, 63.

Discussion of apparent discrepencies between LEA career ed perceptions of need for WAO and the WAO "key"

Thera: Item 60 - I thought ORT operated a number of private schools and would be naturally doing this

Jim: NO. WAO doesn't believe in private schools. They are supporters of public schools.

Bernie: I also thought WAO ran a number of private schools.

Bernie: Item 43 - I think the WAO "key" should have included almost ALL items dealing with parents - surely, this is a place where they can really help us a lot.

Homer: Item 28 - WAO probably didn't include this because they are interested in paid employment primarily.

Bernie: As an organization concerned with use of volunteers, WAO should be experts in Item 28.

Jim: Item 28 - "leisure" probably means something different to WAO than it does to us.

Homer: Item 22 - WAO is part of the community - it's logical for them to be involved in this.

Jim: Item 22 - AGREE WITH HOMER. In our school district, WAO is attending our inservice ed meetings in career ed

Homer: Since WAO members, are, by and large, not now employed in the occupational society, I didn't regard Items 2, 3, and 4 as representing a PRIMARY role for them to play.

NATIONAL CENTER FOR SERVICE-LEARNING

Items with either 6 or 7 of the 7 participants indicating that NCS-L should play a PRIMARY role

* Item 15 - Helping students gain basic information regarding ways in which persons can make wise use of leisure time - including volunteerism done as unpaid work
* Item 30 - Helping educators gain a basic understanding and appreciation of the nature and importance of volunteerism in our society
Item 31 - Participating in inservice ed aimed at helping teachers learn more about how to effectively use volunteers in the classroom

Items on which 2 or less of the 7 participants felt NCS-L had a PRIMARY role to play in career ed: Items 1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 17, 21, 22, 23, 24, 26, 27, 29, 32, 33, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 64.

NOTE: This is a total of 46 out of the 64 items.

The NCS-L "key" included Items: 2, 15, 16, 19, 29, 30, 32, 36, 37, 50, 51.

NOTE: This is a total of 12 out of the 64 items.

Items of which 2 or less of the 7 participants felt NCS-L had a PRIMARY role to play BUT which the NCS-L "key" indicated to be a PRIMARY role for NCS-L in career ed included the following:

Item 2 - Serving as career role models for groups of students and/or for individual students interested in knowing more about a particular area
Item 29 - Helping educators gain a better understanding and appreciation of NCS-L as part of American society
Item 32 - Participating in inservice ed aimed at helping persons from the b/l/i community learn how to be better resource persons for career ed
Item 36 - Participating, with educators, in inservice ed aimed at helping teachers develop methods and approaches appropriate for use in infusing career ed into classrooms
Item 37 - Serving as speakers/resource persons at State and local meetings of various prof. ed. associations

Item 50 - Helping to establish a COMMUNITY CAREER ED ACTION COUNCIL
Item 52 - Serving as members on a COMMUNITY CAREER ED ACTION COUNCIL

NOTE: Thus, there are only 7 items out of the 64 on which the NCS-L "key" and the LEA career ed coordinators serving as participants in this miniconference disagreed strongly.

ROTARY INTERNATIONAL

NOTE: *Since no "key" had been received from Rotary International at the time of this miniconference, participants limited themselves to identifying those items on which they felt Rotary's help was most needed.*

Items with either 6 or all 7 of the 7 participants indicating that Rotary International should play a PRIMARY role in career education

Item 2 - Serving as career role models for groups of students and/or for individual students interested in knowing more about a particular career
Item 3 - Providing opportunities in b/l/i settings for elementary school students to observe various occupations and visit with various kinds of workers
Item 4 - Providing opportunities in b/l/i settings for jr/sr high students to explore possible careers through visits to various places in the occ. society and talking with workers in various occupations
Item 5 - Providing opportunities in b/l/i settings for sr. high students to obtain unpaid work experience being performed primarily for purposes of career exploration
Item 9 - Serving as resource persons to help students learn how to seek, find, get, and keep a job
Item 18 - Helping to identify and recruit resource persons from the b/l/i community for SEA/LEA career ed efforts
Item 22 - Participating in inservice ed aimed at helping educators understand more about the occ. society and how they might infuse a "careers" emphasis into their professional activities
Item 29 - Helping educators gain a better understanding and appreciation of Rotary International as part of American society
Item 37 - Serving as speakers/resource persons at State and local meetings of various professional education associations
Item 38 - Organizing and conducting some form of campaign aimed at increasing general public awareness and understanding of career ed
Item 39 - Gaining community support for career ed through direct appearances as career ed advocates
Item 40 - Gaining school board/administration support for career ed
Item 41 - Gaining legislative support at the State/Federal levels for career education
Item 45 - Opening up b/l/i settings on weekends for planned field trips of families who want to learn more about the occ. society
Item 46 - Consulting with respect to ways of identifying resource persons from b/l/i for career ed
Item 50 - Helping to establish a COMMUNITY CAREER ED ACTION COUNCIL
Item 51 - Serving as members of a COMMUNITY CAREER ED ACTION COUNCIL

Item 54 - Establishing and operating some kind of "reward/recognition" system for educators participating in career ed efforts

Item 56 - Devising and operating some kind of "reward/recognition" system for various kinds of prof. educational associations who are making outstanding efforts to implement career ed

Item 60 - Serving as resource persons for and providers of career ed to educators and students in private schools located in a given community

Item 61 - Providing financial support for LEA career ed efforts

Item 63 - Organizing and participating in community "career fairs" for youth and adults in a community

NOTE: The list above demonstrates that, of the 64 items included in the chart, at least 6 of the 7 participants felt that Rotary International has a PRIMARY role to play in 22 of them.

Compilation of Votes by LEA Career Education Coordinators on Each Matrix Item for Each Organization

Items on Matrix	Name of Organization				
	NAIEC	Chamber	ORT	Rotary	NCS-L
1	1	6	3	5	0
2	0	6	0	7	1
3	3	6	2	7	0
4	4	6	2	7	2
5	2	7	1	6	4
6	2	5	2	3	3
7	1	5	2	4	1
8	0	2	1	1	3
9	1	5	4	7	2
10	0	3	3	4	1
11	2	2	1	2	1
12	1	7	2	5	1
13	1	2	6	1	2
14	1	3	5	2	5
15	0	2	3	0	6
16	0	0	4	1	5
17	2	5	5	5	0
18	5	6	5	6	3
19	2	7	3	3	4
20	4	6	5	4	4
21	1	6	3	3	1
22	2	5	6	7	0
23	2	1	0	1	2
24	1	7	2	5	1
25	2	2	5	1	3

Compilation of Votes by LEA Career Education Coordinators on Each Matrix Item for Each Organization

Items on Matrix	Name of Organization				
	NAIEC	Chamber	CRT	Rotary	NCS-L
26	0	4	2	1	2
27	2	0	4	1	2
28	0	1	6	1	5
29	2	7	5	7	2
30	0	1	3	0	6
31	0	0	4	1	6
32	1	6	4	4	2
33	1	1	5	1	0
34	4	7	0	5	0
35	2	7	1	5	4
36	2	3	3	2	1
37	3	6	3	7	1
38	4	5	4	6	2
39	3	7	5	6	2
40	1	6	5	6	1
41	4	7	5	7	1
42	0	1	5	1	0
43	1	1	6	2	1
44	1	6	5	5	0
45	1	7	2	7	1
46	5	7	4	7	1
47	3	5	4	5	2
48	0	2	5	3	3
49	1	4	5	5	2
50	3	7	5	7	2

Compilation of Votes by LEA Career Education Coordinators on Each Matrix Item for Each Organization

Items on Matrix	NAIEC	Chamber	ORT	Rotary	NCS-L
51	1	6	5	7	1
52	0	3	5	3	0
53	2	2	3	3	1
54	0	7	3	6	0
55	0	6	3	5	1
56	0	6	3	6	1
57	2	5	4	4	2
58	0	4	3	2	0
59	3	3	4	4	2
60	1	6	6	6	1
61	1	6	4	6	1
62	1	1	4	1	3
63	2	7	3	7	1
64	0	3	1	3	2

(Column group heading: Name of Organization)

Miniconference #165

LEA CAREER ED COORDINATOR RESOURCE BOARD FOR "MASTER PLANS" - PART III

July 31 - August 1, 1980

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Participant Comments on Master Plans

NRTA/AARP

Barbara: I think its an excellent plan.

Lois: It was the best laid out plan of all of these we were sent.

Barbara: There was one area - curriculum writing - in which I think this organization could be of special help. The NRTA members have all sorts of expertise - and the time - to use it.

Lois: I liked the way they spelled out how they are organized - and how to work with them.

Lois: With ALL these "master plans", we need a "PROCESS PLAN" statement about how to work with any community organization at the National, State, and local levels. Such a "PROCESS PLAN" might include, for example:

- identification of key tasks which are compatible with both the goals of the organization and with career ed
- identification of contact persons for the organization, etc.

We really need one "MASTER PROCESS PLAN" - along with basic information about each organization.

Al: From the point of view of the organizations, I think there's some advantage in sticking with a "custommade plan" for each organization. As I read the miniconference notes, I had an impression that each community organization is searching for ways to interact with the school systems.

Barbara: I'm hearing 2 different things from Lois and Al. Lois is talking about a management plan whereas Al is talking about a building process for each organization. Both are needed.

Bernie: AGREE. Further, they are related to each other.

Barbara: The LEAs aren't really the ones writing the local "master plans" - rather, the community organizations are.

Mary: We - NRTA/AARP - do have a general "PROCESS PLAN" but the NRTA/AARP reps in the miniconference didn't (except for one person) know about it.

Lois: That's part of the problem. I understand that each community organization - like each separate education association - has some "PROCESS PLAN" in mind, but I can't, as a career ed coordinator, deal with each of these "PROCESS PLANS." I need a general "PROCESS PLAN" that applies to all community organizations who are interacting with our school district in career ed.

Al: Is it correct that these "Master Plans" were all developed under an assumption that each LEA does have some kind of "MASTER PROCESS PLAN" in operation? Answer: No.

Mary: When I read this "master plan," the question I have is WHAT DO LEAS WANT FROM NRTA/AARP? We know, as organizations, what we can do BUT we need to know what LEAs need us to do.

Pat: Many LEAs would be unable to tell NRTA/AARP what they need them to do because they don't know enough about these organizations. The same holds true for the other community organizations. LEAs need the kinds of information found in the 16 "master plans." There are certain problems all LEAs face in career ed implementation - e.g., curriculum development, inservice education, evaluation, use of community resources, etc. - ALL LEAs have these kinds of basic needs. All the community organizations need to know what these common elements are - and decide how they contribute to meeting these needs.

Pearl: I don't see any problems. Under the "specific activities" portion of each "master plan," there are some commonalities. We could - and should - look carefully at these.

Helen: I would caution against trying to make these "master plans" too much alike. We should work with each community organization on an individual, custommade basis.

Mary: At the local community level, the NRTA/AARP chapters/units are very flexible in what they can do and say but, at the National level, we can't operate in such a way.

Lois: It would be a mistake if these "master plans" had many "specifics" in them. The "specifics" are much better developed at the local community level.

Al: What I don't see in this "master plan" is any information about the career ed movement. Given this, how is a local NRTA/AARP group supposed to become interested in and knowledgeable about career ed and what they can do to help implement it? It seems to me we have only a "one way" document here - it will help the LEAs but it won't help local chapters/units of NRTA/AARP.

Pearl: AGREE. It's very much too "1 way." It's important for LEAs to do something to help each community organization - as well as vice versa. I don't see any "RECIPROCATION" plans in these "master plans." With this one, for example, I'd like to have it pointed out that NRTA/AARP members might want to use the career ed resource center for their own personal career development.

Barbara: I'm concerned about the "INSTITUTIONALIZATION PROCESS" - If, in the long run, we want career ed, as a community effort, to be INSTITUTIONALIZED, we need to recognize that efforts to link schools with community agencies was not a process that started with educators.

Al: It seems to me that the kinds of things the U.S. Chamber of Commerce has done in career ed might be used as a model for other National community organizations. They have, for example, developed papers and disseminated career ed information to their local units. This would be a very good model for other National community organizations to follow.

Lois: In many LEAs, there is no "PROCESS" with reference to dealing with community organizations - no overall, general procedure exists for doing so.

Bernie: As I understand what we're doing, each community organization is developing its own "master plan" - (NOTE: THAT IS WRONG).

Al: Eventually, there may be an "NRTA/AARP MASTER PLAN FOR CAREER ED" developed by these organizations, but this document isn't it - it's a long way from that ideal condition.

Lois: We need two different things:

- a "master plan" developed by each community organization
- a plan showing how each community organization will interface with educators - and with each other.

Bernie: The purpose of each "master plan" is, as I understand it now, to show State and local career ed coordinators how best to use each community organization. Our long run aspiration is that each community organization will develop their own "master plan" - (NOTE: THIS IS A CORRECT PERCEPTION).

Ideas about what should be included in a "MASTER PROCESS PLAN"

Pat: I want to think of 4 major headings:

- an overview of career education
- mutual goals and objectives for the community organization and career ed
- strategies for involvement of the community organization
- resources - and probably
- assessment (which should be common for all MPs)

Lois: I would add three additional headings:

- procedures and organizations (of both the community organization and of the LEA)
- identification of needs (of both)
- philosophical commitment to the use of community resources

Barbara: This kind of categorization would have to be done separately at the Federal, State, and local levels to be useful.

Lois: If we had this kind of conceptual framework, each community organization could develop its own unique "master plan."

Mary: LEAs must remember that each community organization exists for the primary purpose of serving its own members.

Pat: Whether we call it a "master plan," a "process plan," or something else, it will help educators if it's built in such a way as to make clear that educators are being asked to give to, as well as get from, the community organization. Career ed will have made a valuable contribution if it can serve as a vehicle for making this happen.

Mary: WHAT DO LEAs NEED NRTA/AARP FOR?

Lois: Do you really want to go to this level in the "master plan?"

Bernie: We can get answers to this from the 64 item chart.

Pearl: I would like to see us make some specific suggestions for LEAs.

Helen: As an LEA coordinator, when I got the NRTA/AARP draft "master plan," I immediately called two local NRTA/AARP members who I knew. With this draft "master plan," I had plenty of information for use in starting to build working relationships with them.

Pearl: The problem is some LEAs will link effectively with many community organizations, but thousands of others won't make any links at all. As LEA career ed efforts, one of our biggest - and most critical needs - at present is for community support that will encourage Boards of Education to keep a career ed emphasis going. On of the concrete, specific, valuable things NRTA/AARP could do is to help get school system support for career ed. The "senior citizen bloc" in my school district can make or break our school budget any time they choose to do so.

Barbara: One concrete thing NRTA/AARP can do is to help their local chapters/units become aware of what career ed is.

Bernie: If a local NRTA/AARP unit doesn't feel comfortable in calling the Superintendent of Schools and asking about ways in which they may link with the school system, they could call the "adult ed" unit and ask, say, for a course in "Career/Life Planning For Senior Citizens" - it would undoubtedly be offered.

Al: I'd like to think that one of the services NRTA/AARP can give career ed is to provide us with a variety of kinds of career resource persons. If this is true, then NRTA/AARP needs to let its members know what career ed is all about.

Mary: Of our 12.5 million members, only about 10% are active at the chapter/unit level. Further, some local chapters won't be at all interested in career ed - and are perfectly free to ignore it no matter what information we give them from the National office.

Bernie: There are two basic things here:

- what to do if an LEA contacts you
- how you (NRTA/AARP local unit) can link effectively with the schools

Both need to be answreed.

Lois: It's just not right to get people excited about getting together UNLESS you're willing to really follow through. That is the something we really need to watch.

Pearl: Are any of the 12 suggested activities for LEAs found in this "master plan" something that NRTA/AARP has trouble with?

Mary: Nos 1-4 are all the same. The LEAs will have to contact the area reps of NRTA/AARP who, in turn, will refer them to NRTA/AARP members in their own communities. We, at National headquarters, don't have such names and, even if we had them, we wouldn't pass them out.

Helen: DISAGREE WITH MARY. As an LEA career ed person, why should I have to go through an NRTA/AARP area rep? After all, I know NRTA/AARP members in my community and can start the collaborative effort by simply working with them.

Pearl: Since the initial contacts will have to be made by SCECs/LEAs, can the LEAs be given some piece of paper that indicates the National NRTA/AARP organizations are supportive of career ed? If I had such a piece of paper, it would be a "door opener" for me.

Barbara: We're talking about 2 kinds of "linkages" here. One kind is an "ACTION LINKAGE" and the other is a "KNOWLEDGE LINKAGE."

Lois: Maybe what we will do is try to get all the community organizations together, at the local community level, and try to develop, with their help, a general plan for interaction. Such local plans, if we can develop them, will be much more operational than anything that can be developed at the National level.

Pearl: If there was one message that NRTA/AARP would want to bring to the LEAs, what would it be?

Mary: I don't know - I've only had this assignment for 1 week.

American Legion/Legion Auxiliary

Lois: This "master plan" doesn't tell me what I need to know. Philosophically, it doesn't tell me what these organizations stand for. Of all these MPs, this is the least explanatory in terms of the philosophical background of the organizations. In terms of the suggested activities, I'd rather see them plan to work collaboratively with other community agencies - rather than just working with the schools.

Bernie: I had some ambilance between what I learned from reading this "master plan" and what I learned from reading the miniconference notes. The notes made it sound like the Auxiliary is the real action organization, but this doesn't show up in the "master plan." From the notes, I gathered a desire to change the public's image of the Legion - but I couldn't find that reflected in the "master plan."

Helen: I feel good about this "master plan." I didn't know much about the Legion before reading this, but felt much better about this organization after I read the "master plan" and talked with some Legion reps in my area.

Barbara: This "master plan" sounds to me like both the Legion and the Auxiliary have a bunch of good services to offer career ed.

Al: I don't feel a strong personal commitment to the Legion but I think that, as career ed "types," we must be interested in and concerned about ANY community group that expresses interest in career ed - and the Legion/Auxiliary certainly are two such groups. There's no doubt but that we need all the community help we can get.

Pat: We educators have a lot of preconceived notions about certain community groups. When I talked with my curriculum people about putting magazines from various community organizations in our schools, they laughed when I suggested one should be the American Legion.

Al: If there are 16,000 Legion Posts, we're talking about hundreds of thousands of people in thousands of occupations that could be VERY helpful to career education. I'd like to use them as career resources.

Bernie: With the all volunteer armed forces now being a recognized part of our occupational society, it's important to consider the potential of the Legion for helping youth understand this part of the world of work. American Legion baseball, oratorical contests, etc. would be positive ways of doing so. I'm concerned that, in this MP, the Legion MAY be over committing themselves beyond what they can really deliver.

Helen: The Legion/Auxiliary could be of financial assistance to us in LEA career ed settings in many ways.

Barbara: The Legion is committed to giving SERVICE to the community. For example, our local Legion Post helped us find workers with occupations such as welders, sanitary workers, etc. - and did videotapes of such workers for us.

Al: The Legion is dedicated to community service. If we can channel some of their energies into community career ed efforts, it would be very helpful in implementing career ed.

Barbara: The "adopt-a-teacher" suggestion in this "master plan" is a good idea.

Lois: We need to be sure that we know, philosophically, where these organizations are coming from. If their philosophy is contrary to career ed, we will be in trouble.

Bernie: In our area, we have been able to separate out - and give high credit to - both Boys State and Girls State - without "tainting" them as activities sponsored by the Legion.

Pearl: Maybe there is a role for the Legion/Auxiliary in the leadership training aspects of career ed - I surely wouldn't want to see us downplay their potential here. There's a lot of talent in this country who could use and benefit from the kind of training for community leadership roles these organizations could provide.

Barbara: One of the things teachers constantly feel the need for is a "pat on the back" - any of these community groups - including the Legion/Auxiliary - could do this for teachers in career ed.

Pearl: In my town, the Legion has enough "clout" so that they could really make a difference for career ed if they set out to do so. We need their support and involvement very much.

Barbara: In ALL of these "master plans," there should be a statement that the SCEC will make LEAs aware of each of these 16 community organizations.

Walter: I think it would be hard for the SCEC to give LEAs basic information about ALL 16 of these organizations. They will really know only about 9 of the 16.

Bernie: I don't care of the information about these 16 National community organizations went out to both those LEAs involved in career ed and those that have no career ed. That is, if this information can be helpful in building better community relationships with school districts, we shouldn't care if those relationships don't ALWAYS include career education.

Girl Scouts of the U.S.A.

Pearl: Can we look at GSUSA and BSA together for a minute? Both of these organizations want to increase their membership. Both have long standing, successful educational programs. So, too, do both 4-H and JA. We ought to look at all 4 of these youth organizations together.

Barbara: DISAGREE. They aren't the same. Some inconsistencies are obvious. For example, both operate sex role stereotyping programs, but they still both operate as single sex groups!

Barbara: Page 3, Point 7 - this statement, as written, is directly opposed to some of career ed's philosophy when it says the effort is AIMED AT STRENGTHENING WOMEN THEMSELVES. We should include males as well as females.

Al: DISAGREE. This one issue may be controversial, but we MUST say the Girl Scouts do many good things in career education.

Barbara: I know the Girl Scouts do many good things BUT my objection is putting these words, as stated here, in the "master plan" - it's a very "feminine" statement, as written, and should be re-written for our "master plan."

Pearl: Maybe we should applaud the Girl Scouts - i.e., at least their current position is a forward "transition" from their emphasis of former years on "making girls ready to become good mothers."

Al: In working with the GSUSA, the school district isn't necessarily committing itself to ALL of the girls of GSUSA - but they DO share some important goals with career ed which we should recognize and join with GSUSA in attaining. For example, the goal of "encouraging females to consider non-traditional occupations."

Lois: It's important to emphasize that, because we seek to work with a variety of community groups, it doesn't NECESSARILY mean that we, as LEA career ed coordinators, support ALL of the goals of any of these groups. What we need to emphasize is that we share some common concerns and goals with them. As career ed advocates, we have to be careful in that:

- we don't see ANY community organization as the total delivery system for career ed
- we clearly separate out those activities of the organization that most obviously will further the objectives of career education

At the same time, we must make clear our unwillingness to work with the community organization on their goals that we don't agree with - or can't accept.

Mary: If you're going to try to set up some kind of "coalition," it will be essential that you get agreements - on the part of ALL the community organizations you seek to include - with respect to the basic goals of career education.

Helen: I think it would be unwise to make any general statement about career ed goals and try to have them applied in every community. Conditions at the local level will vary greatly - and so will opportunities for working together.

Pearl: Page 2, No. 3 of the "it is agreed" set of statements. There's a conflict here. Any activities offered in the school during the school day MUST be open to all students. This applies to No. 2 here as well. Further, I have trouble, with No. 3, with a statement that insists the term "Girl Scouts" must be used.

Lois: AGREE. Page 2, No. 2, would be against our school board policies. We CAN'T charge kids for the free education we're supposed to be providing.

Al: I think we're misreading these statements on Page 2 of the "master plan." Page 2 is a GSISA statement of their rules and policies. They're not asking to come in and run a part of our school system. They're simply stating the broad policies under which they operate.

Bernie: In New Jersey, we could NEVER let the GSUSA operate an in-school program because it's a single sec organization. That's against New Jersey law.

Walt: Is No. 5 on Page 7 against school policy? (the suggestion that GSUSA operate during a school's "activity period") If it is, it would also be against school board policy for youth organizations such as JA to come into the school.

Lois: DISAGREE. JA is open to ALL youth.

Barbara: Page 2 - top of the page set of statements. MANY LEAs would seriously object to giving GSUSA this much responsibility.

Al: Page 3, No. 11, gives us something we can live with in getting over what might otherwise be objections to No. 5 on Page 7. There's nothing wrong with GSUSA controlling the activities that go on in the activity period assigned to them and which they are asked to run.

Al: The GSUSA "master plan" seems to me to be a good example of "over kill." That is, the GSUSA is saying too much about themselves.

Lois: AGREE. There is a problem if ALL of this winds up in the final "master plan."

Pat: We can't change the "master plan" - if this is what came our of the mini-conference, we've got to deal with it.

Lois: I would like to use the GSUSA materials. I have trouble supporting ALL the statements found in this "master plan." Much of the detail about the GSUSA organization should be taken our of this "master plan."

Boy Scouts of America

Barbara: One of the most important things about the BSA is that all of their materials are free to the schools. This, of course, is a sexist thing reflecting the fact they get more community support dollars donated to them than do the Girl Scouts.

Pearl: There's something missing in this "master plan" - namely, the whole potential of the BSA in helping youth acquire self-understanding and self awareness. This should be emphasized in the "master plan."

Al: DISAGREE. The LEA should provide information about BSA to all concerned, but should not be engaged in actively seeking to either encourage OR discourage youth membership in ANY organization - no matter how worthy it may be.

Al: The BSA "master plan" is the best of all the ones I've seen here. True, it does have some weaknesses. For example, Page 7, Item 7 - needs to be recorded. If it isn't, it may be perceived as meaning that we, in career ed, are "plugging" the BSA.

Lois: It's O.K. to publicize BSA so long as also publicize others at the same time.

Pat: In either the BSA or the GSUSA, do they have employed, among their highest level executives, some persons of the opposite sex?

Barbara: I think the BSA is going to have a hard time with their in-school program unless they can show it is related, in some fashion, to helping improve student achievement in the basic skills. This trend to downplay things that don't contribute to student achievement is strong now - and seems likely to continue well into the future.

Lois: AGREE. Each year, we have an "Administrators/Supervisors" conference. This year, we centered around improving basic academic achievement. We're now down to 6 periods in the school day - so we've even lost our 7th period which we used to be able to use for other things.

Pearl: Our BSA did a countywide survey of career intereste for LEAs in our county. It was very helpful to us.

Bernie: Item 9, Page 7 - the difference between "a" and "b" is very significant. "A" is a potential danger but "b" would cause us no trouble at all.

Al: It seems to me that Item 9 would be better unsaid. We shouldn't need words such as these in order to do right in our working relationships with BSA.

Lois: AGREE with Al on this point.

Bernie: Page 7, Item 5 - ("they plan their budget way in advance") This is true of ALL of these organizations - and of LEAs as well. It is a statement that doesn't have to be in this "master plan." Instead, it's one of those generalizations which, if a single introductory piece is written, should be included there as something that would be applicable to all.

Walter: One of the good things about BSA is the very fine career ed materials they have for handicapped kids. That should be mentioned.

Barbara: The BSA has LOTS of good experience in community collaboration and are real experts in this area. They would be very helpful to us if they would share this expertise with LEA career ed persons.

National School Volunteer Program

Barbara: The activities suggested in this "master plan" are good BUT they need refinement and clarification. It's hard to know exactly what some of them mean.

Pearl: Page 2, No. 1 - ("Strategies for SCECs") - is simply a statement of what we're all trying to do.

Bernie: I found some overlapping in this "master plan." Why should NSVP be the organization that "brings ALL community organizations together?" That's what we're doing.

Lois: I don't think NSVP should help teachers infuse career ed into the curriculum - that's an inappropriate activity for NSVP.

Al: Why not? I think NSVP could be very good at this.

Barbara: In our system, we have a "Coordinator of School Volunteers" as a fulltime position. It sometimes turns out to be a "turf" problem with career ed "types" in our LEA.

Lois: AGREE. We have a fulltime "volunteer coordinator" too. Most of the volunteers they get involved in NSVP don't know anything about "infusion" of career ed into the school system.

Al: We also have a fulltime "Coordinator of School Volunteers" position in our school system.

Barbara: If NSVP "volunteers" are going to become involved in career ed, then the staff development of such volunteers should be provided them by career ed persons - NOT by the paid "coordinator of school volunteers."

Al: AGREE. That's the way it's done in our school system.

Pearl: Could you, Lois, use a school vonunteer in order to help teachers make contacts with community resources?

Lois: Yes, but there's a lot of PR involved in establishing contacts with community resources - and I'm not sure many regular school volunteers are adequately prepared to carry out this complicated PR task.

Lois: Our school volunteer coordinator and I work together very closely now in ways that are, by and large, very consistent with the recommendations found in this "master plan." My prime objection is the recommendation that they become involved in inservicing teachers in the infusion process - I have no objections at all to their participating in teacher inservice related to career ed activities.

Al: If we want school volunteers around on a sustaining basis, we're going to have to give them SOME authority and decisionmaking powers.

Barbara: With large school systems, we have a lot of b/l/i persons on various kinds of advisory committees. They often say they would like all aspects of the school system to "get their act together" on the use of such persons. It seems to me our fulltime professional "Coordinator of School Volunteers" could be very helpful in solving that problem.

Barbara: NSVP can be a big help us career ed, but they need a base from which to do so.

Pearl: The title of this organization is misleading. It's members aren't, apparently, mostly volunteers. Instead, they're paid professional persons for the most part.

Barbara: Some of the things they suggest in inservice ed of counselors, etc. - Page 4, No. 8 - bothers me. What is that training?

Bernie: As I read it, it's primarily training in how to make good use of school volunteers - and that would be a very good and appropriate way in which NSVP could be of help to us.

Lois: NSVP is an organization we could - and should - work with BUT, in the sense of the kinds of "volunteers" they have typically recruited in the past, most of those volunteers are "teacher assistants." My only real problem with this "master plan" is that I worried about whether or not some of the activities might not be inappropriate - considering the sorts of persons I've seen NSVP recruit as "volunteers."

Bernie: Bell Laboratories has a person on their corporate staff in charge of volunteers - and gets them from the company when schools request them. So, too, do some other corporations. This concept should be included somewhere in this "master plan."

Lois: There are many ways NSVP can - and should - link with career ed.

Pearl: I see two separate entities here:

- volunteers in the classroom
- paid coordinators of volunteer services

The paid coordinators may be of REAL help to us in terms of their skills and expertise on the use of community resources as volunteers. However, I don't see a connection between the "volunteers" themselves and NSVP. Maybe this "master plan" ought to zero in only on the paid professionals in NSVP in terms of suggested linkages with career ed.

Lois: AGREE. We can and do work together. The trouble is, there are many LEAs who, unlike our school district, don't have a paid coordinator of school volunteers.

Pat: In my experience, it's hard to get things to filter down to the classroom teacher. As a career ed coordinator, I have many opportunities to find and to use school volunteers. The CLEARINGHOUSE FOR VOLUNTEERS in Cape Cod ran a series of workshops in our community on "how to get and use volunteers." I learned a lot from attending those workshops. However, I don't think it is something typical teachers will often find themselves able to participate in.

Barbara: Page 5 - "Components for Demonstration Site Plans" - why is this section in here? I don't see these things as NSVP functions - as I've seen our NSVP person function in our LEA.

Lois - There could be a "turf" problem between the LEA's career ed coordinator and school volunteer coordinator. We MUST be sure to work in close cooperation if we both are to be as successful as people need us to be.

Pearl: If our teacher unions saw this "master plan," they would raise serious objections.

Al: The "Demonstration Site Plan" section does fit in well with what we're doing in our school system. I see nothing wrong with this.

Lois: We do these things too BUT this is very different from bringing in a person to work daily with a teacher in a classroom.

Bernie: This "master plan" has two sections - one of which is mislabled and the other which should be dropped. If, on Page 4, we take out the "suggested ways" section completely and then change the name on Page 5 from "Components for Demonstration Sites" to "Ways of Using NSVP in Career Ed," it would be a much improved document.

General Discussion of Participant "check marks" made for the 6 community organizations with respect to the 64 item chart

1. Most appealing items across the board (6-8 of the 8 checked it) 50, 51, 19, 39

   Item 19 - Establishing and operating community career ed resource banks containing names/addresses/telephone numbers
   Item 39 - Gaining community support for career ed through direct appearances as career ed advocates
   Item 50 - Helping to establish a CAREER ED COUNCIL
   Item 51 - Serving as members on a CAREER ED COUNCIL

2. Least appealing items across the board (2 of fewer checked it) 35, 36, 58

   Item 35 - Providing educators with opportunities for work experience (paid and/or unpaid) in the occ. society outside of Ed.
   Item 36 - Participating, with educators, in inservice ed aimed at helping teachers develop methods and approaches appropriate for use in infusing career ed into classrooms
   Item 58 - Participating in the collection and analysis of evaluation data aimed at assessing the worth of career ed (NOTE: THIS ITEM WAS INCLUDED IN THE "KEY" FOR EACH OF THESE SIX COMMUNITY ORGANIZATIONS)

3. Total number of "picks" the 8 participants made for each community organization is:

NAB	306
American Legion/Legion Auxiliary	201
Girl Scouts of the USA	197
Boy Scouts of America	201
Nat'l. School Volunteers Program	260
NRTA/AARP	309

4. Number of items picked by 5-8 of the 8 participants for each community organization:

NAB	33
American Legion/Legion Auxiliary	13
Girl Scouts of the USA	16
Boy Scouts of America	19
Nat'l. School Volunteers Program	25
NRTA/AARP	39

5. Top "picks" (24 or more participant "picks" made)
   1, 2, 9, 12, 13, 14, 15, 16, 18, 19, 20, 24, 29, 31, 37, 38, 39, 40, 41, 43, 46, 47, 48, 49, 50, 51, 54, 55, 57, 60, 63

   31 items in all

6. Low "picks" (fewer than 10 picks across all 6 organizations) 35, 36, 53, 44

National Alliance of Business

1. Items picked by 5 or more of the 8 participants: PARTICIPANT "KEY"
   2, 3, 4, 5, 6, 7, 9, 12, 14, 18, 19, 20, 21, 22, 23, 24, 34, 37, 38, 39, 40, 41, 45, 46, 47, 50, 51, 54, 55, 57, 59, 60, 61, 63

2. NAB "Key" (as furnished by the National Alliance of Business)
   1, 2, 3, 4, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39, 43, 46, 47, 48, 49, 50, 51, 52, 53, 57, 58, 59, 60, 63, 64

3. Items picked by 2 or less of the 8 participants as ones where NAB was seen as playing a primary role:

   8, 10, 11, 15, 16, 27, 28, 30, 31, 33, 42, 44, 52, 53, 58

4. Items with Participant "Key" and NAB "key" overlapping
   2, 3, 4, 9, 12, 14, 18, 19, 20, 22, 23, 24, 34, 37, 38, 39, 46, 47, 50, 51, 57, 59, 60, 63

   A total of 24 items

5. Items picked by 2 or fewer of the participants BUT included on the NAB "key"

11, 15, 16, 27, 28, 30, 31, 33, 52, 53, 58

Item 11 - Serving as resource persons to help gain basic understandings of organized labor as part of our society
Item 15 - Helping students gain basic information regarding ways in which persons can make wise use of leisure time
Item 16 - Helping students gain basic understanding and appreciation of volunteerism as an important part of American society
Item 27 - Direct help to educators in overcoming their biases and stereotyping attitudes
Item 28 - Helping educators gain basic information regarding ways in which persons can make wise use of leisure time
Item 30 - Helping educators gain a basic understanding and appreciation of volunteerism in our society
Item 31 - Participating in inservice ed aimed at helping teachers learn more about how to effectively use volunteers
Item 33 - Participating in inservice ed aimed at helping parents learn how they can provide more effective career ed for their children
Item 52 - Serving as resource consultants for SEA/LEAs in devising criteria for evaluating career ed
Item 58 - Participating in the collection and analysis of evaluation data aimed at assessing the worth of career ed

6. Items included on the participant "key" but NOT on the NAB "key"

Item 5 - Providing opportunities in b/l/i settings for senior high students to obtain unpaid work experience
Item 6 - Providing opportunities in b/l/i settings for senior high students to obtain paid work experience
Item 7 - Providing entry level jobs for youth
Item 21 - Providing a library of information about careers that can be used by students as reference material
Item 40 - Gaining school board/administration support for career ed
Item 41 - Gaining legislative support at the State/Federal levels for career ed
Item 45 - Opening up b/l/i settings on weekends for planned field trips of families who want to learn more about the occupational society
Item 54 - Establishing and operating some kind of "reward/recognition" system for educators participating in career ed
Item 55 - Establishing and operating some kind of "reward/recognition" system for youth participating in various kinds of career ed
Item 61 - Providing financial support for LEA career ed efforts

7. Discussion of items on NAB "key" but NOT on participant "key"

Item 11:
Al: NAB might give a biased view of organized labor.
Barbara: NAB doesn't have labor reps on their own advisory councils.
Pearl: NAB does deal with organized labor.

Item 15:
Lois: NAB doesn't have a PRIMARY role here.

Item 16:
Pat: NAB doesn't have a PRIMARY role here.

Item 27:
Al: It would be hard for NAB to help here.
Pat: Educators don't look to NAB for direct help here.

Items 28, 30, 31:
Pat: "Volunteerism" isn't a PRIMARY role of NAB.
Walter: NAB is probably thinking of their members who volunteer to participate in their CGIs.

Items 33, 52:
Pat: Parents aren't NAB's PRIMARY responsibility.

Item 53:
Al: Evaluation is a technical role - NAB shouldn't do it.
Pearl: DISAGREE. I think NAB would really know if our occupational information in our locality is valid.
Bernie: I think NAB should help determine the criteria on which career ed is to be evaluated.
Al: I'd be willing to change my vote and say this IS a NAB role.

Item 58:
Barbara: NAB doesn't have a role in analyzing data.
Bernie: BUT NAB could participate in collection of data

8. Discussion of items picked by participants but not on NAB "key"

Items 5, 6, 7:
Pearl: These are among the most important ways in which we need NAB to help.
Al: NAB will resist participating in No. 7.
Lois: NAB could certainly help us develop avenues for helping kids get jobs.
Al: NAB's own VEP program is unpaid work experience as career exploration.

Item 21:
Al: NAB won't do things that cost money.
Lois: NAB would provide "materials" but NOT a "library."
Pearl: NAB could really help us collect local labor market information.

Items 40, 41:
Al: These are politically sensitive things for NAB.
Bernie: NAB can't afford to get involved in politics.
Lois: If we have NAB reps on our career ed Advisory Board, they can help here - since that body is officially appointed by our Board of Education.
Pearl: Business people are sensitive to stepping on "executive toes" - and so can be expected to resist here.

Item 45:
Pat: This would be a natural for NAB.
Bernie: NAB doesn't want to do anything that calls for decisions to be made by individual corporations.
Lois: DISAGREE with Bernie. We do use NAB in this way.

Items 54, 55:
Al: These things would cost money - NAB won't be interested.
Pearl: It would be a good thing for NAB to become interested in!

Item 61:
Al: This would cost money - NAB isn't interested if it costs.

Nat'l. Retired Teachers Assn./American Assn. of Retired Persons

1. Items picked by 5 or more of the 8 participants: PARTICIPANT "KEY"
1, 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 22, 25, 27, 28, 29, 30, 31, 33, 37, 39, 40, 41, 46, 47, 48, 49, 50, 51, 54, 56, 57, 60, 62, 63, 64

   A total of 38 items

2. NRTA/AARP "Key" (as furnished by NRTA/AARP reps in miniconference)
1, 2, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 57, 58, 59, 60, 62, 63, 64

   A total of 51 items

3. Items picked by 2 or less of the 8 participants as ones where NRTA/AARP was seen as playing a primary role
4, 5, 6, 7, 20, 34, 35, 36, 44, 45, 58, 61

   A total of 12 items

4. Items with Participant "key" and NRTA/AARP "key" overlapping
1, 2, 8, 11, 12, 13, 14, 15, 16, 18, 19, 22, 25, 27, 28, 29, 30, 31, 33, 37, 38, 39, 41, 46, 47, 48, 49, 50, 51, 54, 57, 60, 62, 63, 64

   A total of 35 items

5. Items picked by 2 or fewer of the participants BUT included on the NRTA/AARP "key"

   Item 20 - Providing SEAs/LEAs with career ed materials that teachers and counselors can use in delivering career ed to students
   Item 34 - Providing educators with opportunities for field trips into the b/l/i community aimed at helping them acquire increased understandings of career and the occ. society
   Item 35 - Providing educators with opportunities for work experience outside of the formal Education system
   Item 36 - Participating, with educators, in inservice ed aimed at helping teachers develop methods and approaches appropriate for use in infusing career ed into classrooms

6. Items included in the Participant "key" BUT not on the NRTA/AARP "Key"

   Item 9 - Serving as resource persons to help students learn how to seek, find, get, and keep a job
   Item 10 - Taking students on field trips in the occ. society

Item 40 - Gaining school board/administration support for career ed
Item 56 - Devising and operating some kind of "reward/recognition" system for various kinds of prof. ed. associations who are making outstanding efforts to implement career ed

7. Discussion of items on Participant "key" but NOT on NRTA/AARP "key"

Item 9:
Pat: They DO have the experience to do this well.
Mary: Maybe they felt they would have to take the person by the hand.

Item 10:
Al: This would cost money - they don't want to do that.
Mary: The Association can't pay mileage for this at this time.
Pearl: Maybe they would ride with kids on school buses.

Item 40:
Lois: NRTA/AARP doesn't want to be seen as "political."
Bernie: Local school board decisions are related to tax rates. NRTA/AARP doesn't want to see local taxes raised.

Item 56:
Pearl: Maybe they just don't think it important to recognize Ed associations - after all, they DID say they could recognize both students and teachers.
Barbara: Why would NRTA/AARP want to recognize another association? I don't blame them.

8. Discussion of items of NRTA/AARP "key" but NOT on Participant "key"

Item 20:
Pearl: I didn't think they would have the money to do this.
Lois: NRTA/AARP is a very diverse group - can do many things.

Items 34, 35, 36:
Al: I don't see it appropriate for NRTA/AARP to do these things.
Lois: I don't see NRTA/AARP doing inservice ed for us.
Mary: RSVP has lots of good training materials.

American Legion/Legion Auxiliary

1. Items picked by 5 or more of the 8 participants: PARTICIPANT "KEY"
18, 19, 29, 38, 39, 40, 41, 50, 51, 54, 55, 57, 60, 61, 63

A total of 15 items

2. American Legion/Legion Auxiliary "key" (as furnished by the Legion)
1, 2, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21, 28, 29, 30, 31, 37, 38, 39, 40, 41, 42, 43, 44, 49, 50, 51, 52, 54, 55, 56, 57, 58, 60, 61, 62, 63, 64

A total of 38 items

3. Items picked by 2 or less of the 8 participants as ones where the Legion/Auxiliary was seen as playing a primary role
3, 5, 6, 7, 8, 10, 13, 22, 25, 26, 27, 28, 30, 31, 32, 33, 35, 36, 42, 44, 45, 47, 52, 53, 56, 58, 59, 62

A total of 28 items

4. Items with Participant "key" and Legion/Auxiliary "key" overlapping

Item 18 - Helping to identify and recruit persons from b/l/i for SEA/LEA career ed efforts
Item 19 - Establishing and operating community career ed resource banks
Item 29 - Helping educators gain a better understanding and appreciation of the Legion/Auxiliary as part of American society
Item 38 - Organizing and conducting some form of campaign aimed at increasing general public awareness of career ed
Item 39 - Gaining community support for career ed
Item 40 - Gaining school board/administration support for career ed
Item 41 - Gaining legislative support at the State/Federal levels
Item 50 - Helping to establish a COMMUNITY CAREER ED COUNCIL
Item 51 - Serving as members on a COMMUNITY CAREER ED COUNCIL
Item 57 - Forming and/or participating in coalitions involving joint efforts of 2 or more community organizations who can contribute more to career ed if they work together
Item 60 - Serving as resource persons for and providers of career ed to educators and students in private schools located in a given community
Item 61 - Providing financial support for LEA career ed efforts
Item 63 - Organizing and participating in community "career fairs" for youth and adults in a community

5. Items picked by 2 or fewer of the participants BUT included on the American Legion/Legion Auxiliary "key"

Item 9 - Serving as resource persons for job seeking/finding/getting
Item 13 - Helping students gain basic information useful in overcoming bias and stereotyping
Item 14 - Helping students gain basic information and experience in the career decisionmaking process
Item 15 - Helping students gain basic information regarding ways in which persons can make wise use of leisure time
Item 16 - Helping students gain basic information and understanding regarding volunteerism as part of American society
Item 17 - Providing equipment and materials from the occ. society that can be used by educators in infusing career ed into classes

Item 20 - Providing SEAs/LEAs with career materials that teachers and counselors can use in delivering career ed to students
Item 21 - Providing a library of information about careers that can be used by students as reference material
Item 28 - Helping educators gain basic information regarding ways in which persons can make wise use of leisure time
Item 30 - Helping educators gain a basic understanding and appreciation of volunteerism as part of American society

Item 31 - Participating in inservice ed aimed at helping teachers learn more about how to effectively use volunteers in the classroom
Item 37 - Serving as speakers/resource persons at State and local meetings of various professional education associations
Item 42 - Conducting parent meetings aimed at increasing parental understanding of career ed
Item 43 - Devising, publishing, and distributing materials for parents containing suggestions of ways in which they may provide effective career ed for their children
Item 44 - Providing parents, who are employed workers, with opportunities to serve as career ed resource persons in classes where their children are students
Item 49 - Identifying community volunteers who are willing to help SEA/LEA career ed implementation efforts
Item 52 - Serving as resource consultants on how best to involve parents in the delivery of career ed
Item 56 - Devising and operating some kind of "reward/recognition" system for various kinds of prof. ed associations who are making outstanding efforts to implement career ed
Item 58 - Participating in the collection and analysis of evaluation data aimed at assessing the worth of career ed
Item 62 - Providing unpaid volunteers capable of and willing to serve as career ed staff persons at the SEA/LEA levels
Item 64 - Serving as resource persons for and providers of career ed to out-of-school youth and adults who are not and/or cannot be reached through career ed efforts of the LEA

A total of 21 items

6. Items included in the Participant "key" BUT not on the American Legion/Legion Auxiliary "key"

-NONE-

7. Discussion with reference to the large number of items on the Legion/Auxiliary "key" not included on the Participant "key"

Bernie: We may have been thinking primarily in terms of the Legion whereas they may have been thinking more in terms of the Legion Auxiliary - a much more active community organization.

Lois: I think this simply reflects the fact that, on many of the items on their "key," we didn't see them as an organization who plays a PRIMARY role in implementing career ed

Pat: I think this reflects mainly our perceptions that we saw other community organizations better able to play some of these roles than was the Legion/Auxiliary.

Helen: I think we should call on the Legion/Auxiliary in our local communities and ask them if they want to play the kinds of roles that are on their "key." I am personally positive about these organizations because, in my community, they have been and continue to be of great help to me.

Barbara: I think these discrepencies reflect primarily the differences between what the National leaders of the Legion and Legion Auxiliary hold as aspirations at the National level and what we, as career ed practitioners, more nearly find as reality at the local community level.

Girl Scouts of the USA

1. Items picked by 5 or more of the 8 participants: PARTICIPANT "KEY"
   9, 13, 14, 15, 16, 19, 20, 38, 39, 41, 42, 43, 50, 51, 55, 57, 60, 63

   A total of 18 items

2. GSUSA "key" (as furnished by GSUSA Headquarters)
   Includes ALL of the 64 items with the EXCEPTION of:

   Item 23 - Helping educators gain basic information regarding organized labor as part of our society
   Item 61 - Providing financial support for LEA career ed efforts

   A total of 62 items

3. Items picked by 2 or less of the 8 participants as ones where the GSUSA was seen as playing a primary role
   1, 2, 4, 5, 6, 7, 8, 11, 12, 17, 18, 22, 23, 25, 28, 32, 34, 35, 36, 44, 45, 47, 53, 54, 56, 58, 59, 61, 62, 64

   A total of 30 items

4. Items with Participant "key" and GSUSA "key" overlapping

   Item 9 - Serving as resource persons to help students learn how to seek, find, get and keep a job
   Item 13 - Helping students gain basic information useful in overcoming bias and stereotyping
   Item 14 - Helping students gain basic information and experience in the career decisionmaking process
   Item 15 - Helping students gain basic information regarding ways in which persons can make wise use of leisure time
   Item 16 - Helping students gain basic information and appreciation of volunteerism as an important part of American society
   Item 19 - Establishing and operating community career ed resource banks
   Item 20 - Providing SEAs/LEAs with career ed materials that teachers and counselors can use in delivering career ed to students
   Item 38 - Organizing and conducting some form of campaign aimed at increasing general public awareness of career ed
   Item 39 - Gaining community support for career ed through direct appearances as career ed advocates
   Item 41 - Gaining legislative support at the State/Federal levels for career ed
   Item 42 - Conducting parent meetings aimed at increasing parental understanding of career ed
   Item 43 - Devising, publishing, and distributing materials for parents containing suggestions of ways in which they may provide effective career ed for their children

Item 50 - Helping to establish a COMMUNITY CAREER ED COUNCIL
Item 51 - Serving as members on a COMMUNITY CAREER ED COUNCIL
Item 55 - Establishing and operating some kind of "reward/recognition" system for youth participating in various kinds of career ed activities
Item 57 - Forming and/or participating in coalitions involving joint efforts of 2 or more community organizations who can contribute more to career ed if they work together
Item 60 - Serving as resource persons for and providers of career ed to educators and students in private schools
Item 63 - Organizing and participating in community "career fairs" for youth and adults in a community

A total of 18 items

5. Items picked by 2 or fewer of the participants BUT included on the GSUSA "key"
1, 2, 4, 5, 6, 7, 8, 11, 12, 17, 18, 22, 23, 25, 28, 32, 34, 35, 36, 44, 45, 47, 53, 54, 56, 58, 59, 61, 62, 64

A total of 30 items

6. Items included on the Participant "key" but NOT on the GSUSA "key"

NONE

7. Discussion with reference to discrepencies existing between the Participant "key" and the GSUSA "key"

Al: The GSUSA are probably thinking of themselves as a DELIVERY AGENT FOR CAREER ED whereas we were making our "key" in terms of ways in which we saw them working collaboratively with us.

Bernie: AGREE. Remember, GSUSA is committed to delivering career ed to youth - whether or not a career ed effort exists within the school system.

Barbara: It's important for youth organizations, such as GSUSA, to recognize and remember that their in-school programs MUST operate under school system based guidelines - they can't go against school board policies with their own guidelines.

Pearl: I think there are major challenges for LEAs for reaching out to and becoming more involved with the GSUSA.

Boy Scouts of America

1. Items picked by 5 or more of the 8 participants: PARTICIPANT "KEY"
9, 13, 14, 15, 19, 20, 37, 38, 39, 41, 42, 43, 49, 50, 51, 55, 57, 60, 63

A total of 19 items

2. BSA "key" (as furnished by BSA Headquarters)
Includes ALL of the 64 items with the EXCEPTION of:

Item 41 - Gaining legislative support at the State/Federal levels for career ed

Item 61 - Providing financial support for LEA career ed efforts

3. Items picked by 2 or less of the 8 participants as ones where the BSA was seen as playing a primary role
1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 17, 22, 23, 25, 28, 32, 34, 35, 36, 44, 45, 47, 53, 54, 56, 58, 59, 61, 62, 64

A total of 30 items

4. Items with Participant "key" and BSA "key" overlapping

Item 9 - Serving as resource persons to help students learn how to seek, find, get, and keep a job
Item 13 - Helping students gain basic information useful in overcoming bias and stereotyping
Item 14 - Helping students gain basic information and experience in the career decisionmaking process
Item 15 - Helping students gain basic information regarding ways in which persons can make wise use of leisure time
Item 19 - Establishing and operating community career ed resource banks
Item 20 - Providing SEAs/LEAs with career ed materials that teachers and counselors can use in delivering career ed to students
Item 37 - Serving as speakers/resource persons at State and local meetings of various prof. education associations
Item 38 - Organizing and conducting some form of campaign aimed at increasing general public awareness of career ed
Item 39 - Gaining community support for career ed through direct appearances as career ed advocates
Item 42 - Conducting parent meetings aimed at increasing parental understanding of career ed
Item 43 - Devising, publishing, and distributing materials for parents containing suggestions of ways in which they may provide effective career ed for their children
Item 49 - Identifying community volunteers who are willing to help SEA/LEA career ed implementation efforts
Item 50 - Helping to establish a COMMUNITY CAREER ED COUNCIL
Item 51 - Serving as members on a COMMUNITY CAREER ED COUNCIL
Item 55 - Establishing and operating some kind of "reward/recognition" system for youth participating in various kinds of career ed activities
Item 57 - Forming and/or participating in coalitions involving joint efforts of 2 or more community organizations who can contribute more to career ed if they work together
Item 60 - Serving as resource persons for and providers of career ed to educators and students in private schools
Item 63 - Organizing and participating in community "career fairs" for youth and adults in a community

5. Items picked by 2 or fewer of the participants BUT included on the BSA "key"
1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 17, 22, 23, 25, 28, 32, 34, 35, 36, 44, 45, 47, 53, 54, 56, 58, 59, 62, 64

A total of 29 items

6. Items included on the Participant "key" but NOT on the BSA "key"

NONE

7. Discussion with reference to discrepencies existing between the Participant "key" and the BSA "key"

Lois: BSA appears to be more flexible than GSUSA. Their career interest survey is a good example. They run seminars based on the results that are quite separate from the regular BSA activities - and very helpful to school systems. Furthermore, there's no sex discrimination in the BSA Exploring Division which is also a real "plus" for this organization.

Barbara: We have, in looking at these discrepencies, the same general thing we saw in the GSUSA results - namely, an organization that sees itself - and properly so - as a major delivery system for career independent of whatever career ed is done through the school system. When we made our "key," we were following the directions that asked us to check only those items for which the organization would be working directly with us in the local school district - NOT all those that the organization provides to youth through its activities outside of the local school district.

National School Volunteer Program

1. Items picked by 5 or more of the 8 participants: PARTICIPANT "KEY"
1, 2, 9, 10, 12, 13, 14, 15, 16, 18, 19, 28, 30, 31, 37, 39, 41, 44, 47, 49, 50, 51, 57, 57, 60, 62

A total of 25 items

2. Items picked by 2 or less of the 8 participants as ones where the NSVP was seen as playing a primary role
3, 4, 5, 6, 7, 20, 21, 22, 25, 26, 27, 35, 36, 42, 53, 56, 58, 61

A total of 18 items

3. NSVP "key" (as furnished by NSVP Headquarters)
Includes ALL of the 64 items with the EXCEPTION OF:

Item 7 - Providing entry level jobs for youth
Item 61 - Providing financial support for LEA career ed efforts

4. Items with Participant "key" and NSVP "key" overlapping

Item 1 - Serving as resource persons in classrooms to help students better understand careers and relationships between careers and subject matter being studied
Item 2 - Serving as career role models for students interested in knowing more about a particular career
Item 9 - Serving as resource persons to help students learn how to seek, find, get, and keep a job
Item 10 - Taking students on field trips in the occ. society
Item 12 - Serving as resource persons to help students gain basic understandings and appreciation of the private enterprise system

Item 13 - Helping students gain basic information useful in overcoming bias and stereotyping
Item 14 - Helping students gain basic information and experience in the career decisionmaking process
Item 15 - Helping students gain basic information regarding ways in which persons can make wise use of leisure time
Item 16 - Helping students gain basic understanding and appreciation of volunteerism as an important part of American society
Item 18 - Helping to identify and recruit resource persons from the b/l/i community for SEA/LEA career ed efforts
Item 19 - Establishing and operating community career ed resource banks
Item 28 - Helping educators gain basic information regarding ways in which persons can make wise use of leisure time
Item 30 - Helping educators gain a basic understanding and appreciation of the nature and importance of volunteerism in society
Item 31 - Participating in inservice ed aimed at helping teachers learn more about how to effectively use volunteers in the classroom
Item 37 - Serving as speakers/resource persons at State and local meetings of various prof. education associations
Item 39 - Gaining community support for career ed through direct appearances as career ed advocates
Item 41 - Gaining legislative support at the State/Federal levels for career ed
Item 44 - Providing parents, who are employed workers, with opportunities to serve as career ed resource persons in classrooms where their children are students
Item 47 - Cousulting with respect to establishing systems for cataloging and contacting resource persons from the b/l/i community for SEA/LEA career ed efforts
Item 49 - Identifying community volunteers who are willing to help SEA/LEA career ed implementation efforts
Item 50 - Helping to establish a COMMUNITY CAREER ED COUNCIL
Item 51 - Serving as members on a COMMUNITY CAREER ED COUNCIL
Item 57 - Forming and/or participating in coalitions involving joint efforts of 2 or more community organizations who can contribute more to career ed if they work together
Item 60 - Serving as resource persons for and providers of career ed to educators and students in private schools
Item 62 - Providing unpaid volunteers capable of and willing to serve as career ed staff persons at the SEA/LEA levels

Compilation of Votes by LEA Career Education Coordinators on Each Matrix Item for Each Organization

Items on Matrix	Name of Organization					
	NAB	Am. L.	G. Scouts	B. Scouts	NSVP	NRTA/AARP
1	4	3	1	1	7	8
2	5	4	2	2	6	8
3	6	2	0	0	2	3
4	7	3	0	0	2	1
5	6	1	2	1	2	2
6	6	1	1	1	1	1
7	5	2	1	1	1	1
8	1	2	2	2	4	5
9	7	4	5	5	6	7
10	2	2	3	3	5	5
11	2	3	2	0	3	6
12	6	4	1	1	5	7
13	3	1	5	6	5	7
14	7	4	6	7	6	7
15	2	3	5	5	8	8
16	1	3	5	4	8	8
17	4	4	2	2	3	3
18	8	7	2	3	6	6
19	8	6	5	6	7	8
20	6	4	6	7	2	2
21	7	4	4	4	1	3
22	5	1	1	1	1	5
23	5	3	1	1	3	3
24	8	4	3	3	3	4

Compilation of Votes by LEA Career Education Coordinators on Each Matrix Item for Each Organization

Items on Matrix	Name of Organization					
	NAB	Am. L.	G. Scouts	B. Scouts	NSVP	NRTA/AARP
25	3	1	2	0	2	5
26	3	2	3	3	2	3
27	2	2	3	3	2	6
28	1	1	1	1	8	8
29	3	7	3	3	4	6
30	1	2	3	3	8	8
31	2	1	3	3	8	8
32	4	2	2	2	3	4
33	2	2	3	3	3	5
34	7	3	1	2	3	2
35	3	1	1	1	1	1
36	3	1	1	1	2	2
37	8	4	4	5	5	6
38	6	5	7	7	4	5
39	6	5	7	7	8	8
40	5	5	4	4	4	7
41	8	5	5	5	5	6
42	0	2	6	6	2	4
43	3	3	8	8	3	3
44	1	2	1	1	5	0
45	6	1	0	0	3	2
46	6	3	3	4	4	5
47	5	1	2	2	7	5
48	4	3	4	4	4	5
49	3	3	4	5	8	8

Compilation of Votes by LEA Career Education Coordinators on Each Matrix Item for Each Organization

Items on Matrix	Name of Organization					
	NAB	Am. L.	G. Scouts	B. Scouts	NSVP	NRTA/AARP
50	8	6	6	6	6	7
51	7	7	7	7	6	8
52	0	1	3	3	3	3
53	2	2	1	1	1	3
54	6	6	2	2	4	5
55	6	5	7	7	3	3
56	4	1	1	1	2	5
57	6	5	5	6	5	6
58	1	2	2	2	2	2
59	6	2	1	1	3	3
60	6	5	5	5	6	7
61	6	5	2	2	2	1
62	3	2	2	2	6	6
63	7	6	6	6	3	5
64	3	4	1	1	3	6